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10,000 PUPILS IDLE AS TEACHERS STRIKE

Pawtucket Walk-Out Going into Second Week

PAWTUCKET, R. I., Sept. 11. —(AP)—A strike of more than 400 teachers in the 17 public schools of this industrial city of 85,000 started its second week Wednesday with no immediate prospect of settlement of a salary dispute.

Approximately 10,000 children are affected. Practically all of them are enjoying an extended summer vacation.

The teachers, members of the Pawtucket Teachers Alliance, stayed away from their classrooms last Wednesday—opening day of school—after failing to agree with the school board on salary terms.

Representatives of the alliance and the school committee have met several times since then without reaching a solution. The present maximum salary is $5,400. The teachers, in their latest proposal, asked an immediate increase of $600. The school board's final offer was a boost to $5,675.

The city brought a petition to Superior Court in nearby Providence asking a temporary injunction to compel the teachers to return to work.

A court ruling on the petition was delayed by Judge G. Frederick Frost while both parties met with mediators all Tuesday night and part of Wednesday morning without any tangible result.

TEACHING BY TV STARTS MONDAY

One Set Allocated Each of City's Schools

Teaching by television in the New Orleans public schools is scheduled to begin over station WYES, channel 8, Monday.

The in-school programming in the planning state since September will mark the first time that television has been incorporated into the school system here.

Each of the city's 104 schools has been allocated one television set to be used co-operatively by all classes, according to Miss Edna Mae Stobel, co-ordinator for the public schools' educational television department.

The programs, to be presented at staggered times during the next two weeks, are "This is Our Country," for fifth grade social studies, Mrs. Thais K. Kourian, teacher; "Creative Art," for kindergarten and for upper elementary grades, MissEstelle Barkemeyer, teacher; and "This Is Our City—New Orleans," for third grade social studies, Mrs. Lena Tardo, teacher.

The teaching will be done from 1 1a. m. to 2 p. m. On Dec. 16, the hours will change from 9 a. m. to 4 p. m. on Mondays and 9 a. m. to 2 p. m. Tuesday through Friday.

Folsom For More Aid to Education

Cites Challenge From Russia

CHICAGO, Nov. 2 (AP).—Secretary of Health, Education and Welfare Marion B. Folsom today called for greatly expanded financial support of education to provide the nation with leadership to meet the Russian challenge.

"We would be foolish," he said, "to ignore any threat to our freedom posed by the ominous fact that Russians seem to be putting more emphasis on their education, for their purposes, than Americans are putting on our education for our purposes."

"Immense Cost" Seen

In a speech prepared for the National Conference on Engineering and Scientific Education, he added:

"The dollar cost of meeting the increasing educational needs of the American people will be immense by current standards.

"Our concern for cost should center on the far greater cost—tangible and intangible—of not meeting the challenge that faces American education."

"A Little Less Chrome"

Mr. Folsom said there is no question that the United States can afford 'to grasp the opportunities ahead in education." But he added:

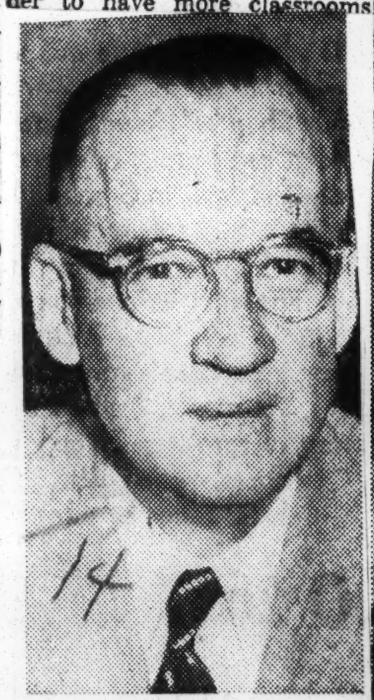
"It is conceivable that we may have to get along with a little less chrome and perhaps a few less country clubs in order to have more classrooms and more and better teachers . . .

"The preservation and strengthening of our freedom—and the preservation and strengthening of the educational system in which freedom flourishes—is a bargain at any price."

Russia Studied

He said the Office of Education soon will release a book which he considers as a comprehensive and objective study of Russian education. He said the study shows that in the last fifteen years Russia has reduced the average number of pupils a teacher in elementary and secondary education from twenty-seven to seventeen.

By way of contrast, he continued, American schools still average more than twenty-seven pupils a teacher and they are handicapped by a shortage of 135,000 formally qualified teachers this year.



Secretary Folsom

Foot Painting—Dancing to music, day nursery children in Brooklyn, N. Y., "paint" with their feet on large sheets of white paper. Left to right: Robert Joyner, 6; Anna Lee Comardo, 4; Peter Tagli, Jr., 6, and Linda Douglas, 7. The paint is washable. This variation of finger painting is used in an after-school class at a Salvation Army day nursery.—Wide World Photo.

Sydney P. Brown named to IIE post

CHICAGO (ANP) — Sydney P. Brown, Chicago attorney and member of the Chicago Board of Education recently was named as a member of the Midwest regional advisory committee of the Institute of International Education in Chicago.

The IIE's service include the supervision of foreign students, doctors and specialist studying in America, U.S. students going abroad and program arrangements for men and women traveling in the U.S. as guests of the Government.

HALF OF YOUNG TEACHERS PLAN TO QUIT JOBS

Education Chief Calls It Serious Problem

[Chicago Tribune Press Service]

Washington, Nov. 27 — Half of the young men and women who began teaching in the United States last year expect to stop teaching within 5 years, a nation-wide sampling by the United States office of education has revealed.

"In view of the serious teacher shortage, such a high rate of loss among younger teachers poses a serious problem" Commissioner of Education Lawrence G. Derthick said in commenting on the survey.

"Not only is the country losing a large number of qualified teachers after just a few years of teaching, but many young men and women who are trained to teach fail

to take teaching positions."

Thirty per cent of those who were graduated in 1956, with qualifications to teach, did not enter the teaching profession.

"Some of the teachers who leave the profession will return to teaching," the commissioner said, "but that is only a partial solution. At the beginning of this school year, there was a shortage of approximately 135,000 qualified teachers, a fact that has serious implications for the education of America's boys and girls."

Only 28 per cent of the men teachers and 14 per cent of the women teachers involved in the survey said they planned to make a life work of classroom teaching. A much larger proportion of the men—49 per cent—said they planned to remain in the teaching profession but hoped to move on from classroom teaching to other positions, such as administration and supervision. Only 8 per cent of the women indicated such plans.

U. S. Educators to See Russia's School System

By Terry Ferrer
Education Editor

The first large group of American educators to visit Russia since 1933 will enter the Soviet Union next summer to compare at first hand the American and Soviet school systems, the New York Herald Tribune learned yesterday. The trip, which is sponsored by the Comparative Education Society, will take the form of a one-month seminar for society members, who are college profesors, a few college presidents and others in the field of education.

Terry Ferrer

In 1933, prior to the signing Nov. 16 of the Roosevelt - Litvinov pact establishing normal diplomatic relations between the United States and the Soviet Union, a group of students and professors went to Russia for a summer institute.

Dr. Gerald Read, professor of education at Kent State University in Kent, Ohio, who is also the three-year-old society's secretary-treasurer, told the Herald Tribune that the seminar is a purely private enterprise without official governmental connection. However, there have been no snags in State Department approval, and Russian officials are said to be eager to have the educators.

Brickman of N. Y. U. Is Among Leaders

Dr. Read will fly to Moscow on Saturday to complete arrangements. He will be joined there by Dr. William W. Brickman, president of the Comparative Education Society. Dr. Brickman, who is professor of education at New York University, also edits the weekly educational journal "School and Society" in New York. The N. Y. U. professor leaves this country Wednesday, stopping off for a few days in Stockholm.

Dr. Read expects to be met by the men with whom he has been corresponding about the seminar. They are Alexei N. Leontiev, Presidium member in the Academy of Educational Sciences, and I. Grivkov, president of the Central Committee of the Educational Workers' Trade Union. The latter organization, Dr. Read explained, is roughly "the Russian equivalent of the National Education Association."

The seminar will check on the spot the facts on Soviet education which were reported by the U. S. Office of Education on Oct. 11 in its study entitled "Education in the U. S. S. R." Some of the material in this report does not tally with other data I have," said Dr. Read. "Of course, the Office of Education cannot evaluate, only report. But, for example, I know that their sixth grade is equal to our seventh. We will do our own evaluating."

Hope to Attend Youth Meetings

Dr. Read said that the seminar, which will probably take place in August and September, also would like to attend meetings of the Komsomol and other Communist youth groups and see how they are conducted. The group will try to visit research centers, libraries, collective farms, and educational institutions in Moscow, Leningrad and Kiev, as well as more remote cities in the Urals and Tiflis, where the late Josef Stalin was once a seminary student. The seminar would also like to explore the field of censorship as it may be reflected in textbooks.

Applications for the seminar, which is primarily arranged for those of the society's 400 members who might wish to go, already number thirty-eight. Dr. Read emphasized that the group would not be larger than fifty, and that society members would receive first preference, although they may suggest colleagues who would like to go. It is hoped that the cost per person will not exceed $1,500.

Dr. Read said that he will try to arrange for Russian educators to visit this country and study the American educational system. When he flies to Moscow this week, he will be accompanied by his wife and their eleven - year - old daughter, Vickie Anne, who has been studying Russian in a special course at Kent State University.

Nixon Calls on U.S. Parents To Improve Education Levels

NEW YORK, Dec. 15 (UP) — Vice President Nixon today laid the burden of improving public education squarely in the laps of the nation's parents.

He said the U.S. educational challenge is far greater than that of either Russia's Sputniks or guided missiles but that the responsibility of shoring up the schools cannot be passed by the people to Washington.

"One of the great strengths of this nation is that our schools have always been primarily a local concern," Nixon said. "The individual citizen is responsible to his neighbor for the quality and caliber of our total educational system.

"American education will be no better and no worse than the individual American parent wants it to be.

". . .What is needed is a national awakening, not only to what the needs are in education but also where the primary responsibility lies."

Nixon spoke at the 29th anniversary dinner of Zeshiva University at the Waldorf-Astoria Hotel after a special academic convocation at which he was given an honorary doctor of laws degree.

The convocation came as the climax to a busy day for the vice president. He was honored at a breakfast for his work towards civil rights and racial and religious tolerance. He attended church and then retired to the presidential suite at the Waldorf to "do some work."

"We hear a great deal these days of the challenge presented to the United States by the Soviet satellite launchings," Nixon told the dinner audience.

Re-examine Nation's Schools

". . . But without question, our most fundamental challenge lies in the field of education. . . . It is time for all Americans to take a new and searching look at the nation's schools."

Nixon referred to President Eisenhower's recent "chin's up" speech at Oklahoma City. There, the President said the job of improving the schools must be undertaken in the schoolroom, in meetings of the Parent-Teachers Assn. and the local school boards, Nixon recalled.

"United action by an informed, aroused American citizenry is essential . . . ," Nixon said.

He said the major problem is one of quality, not quantity, of education. Teachers must have the pay, prestige and backing that will attract the best minds to the profession, he said.

Teachers must know that parents are backing them up, Nixon said.

"When they insist upon work and achievement, parents at home must stand behind these demands," he said.

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Community Problems: Preparing Students For Jobs—

YOUTHS LEAVE SCHOOL WITHOUT DIPLOMAS

Defender Thurs. 7-25-57 P.3
Louisville Ky.

By CLARENCE J. MATTHEWS

Unfortunately too many Negro youth leave school before graduation which leaves the vast majority of them unqualified to gain technical positions as skilled and semi-skilled workers in business, industry, and professions as new job opportunities are opened to them.

Not only are Negro parents aware of this fact but also the nation's industrial and government leaders. In February of this year, Ivan Willis, Vice President of International Harvester for Industrial Relations and member of the President's Committee on Government Contracts, speaking before a mixed audience at the Louisville Urban League banquet said, "true racial job equality can not be attained until more minority groups prepare themselves for skilled and semi-skilled work."

Prepare Through Education

Willis also said that Negroes must prepare themselves through education for as time goes on we will need less unskilled workers and more skilled ones. This in a large part is due to increasing complications of modern industrial technology and automation through technical machinery and other production implements.

Graduation this year saw 361 young men and women graduate from Central High School which is all Negro. Ninety per cent of the Negro students of Louisville still attend the school since integration. This means that many youths of the community are still entering life with the problem of earning a living without the benefit of a diploma or specialized training.

65,000 Negro Graduates

Six hundred odd freshmen are expected to enroll at Central in September. How many of these will graduate in 1961? If current percentages hold true, about 400 will eventually graduate from the school. Nationally about 65,000 Negro students graduate from the nation's high schools. This figure could be, and should be, in excess of 185,000 graduating students.

Booker T. Washington, founder of Tuskegee Institute and pioneer educator, was most conscious of the problem of educating Negro youth to garner useful, productive jobs. His struggle for educational opportunities led to the founding of Tuskegee which has graduated many youths into skilled positions in business and industry.

During the month of January, 1957, The President's Committee On Government Contracts in cooperation with the American Personnel and Guidance Association, called a conference of more than 200 leaders from business, education and labor to discuss youth employment training incentives.

The conference agreed that cooperative efforts of all elements of the community, particularly by industry, labor and schools, were necessary to stimulate more Negro young people to acquire skills for better employment and curb the high loss of pupils from high schools before graduation.

The fact that the conference members represented some 16 metropolitan centers is indication enough of the importance of channeling youth to job opportunities that now exist. It is also evident that it is not altogether a local problem. Labor Secretary James P. Mitchell, said at the meeting that "the motivation of more youth to seek better training is an indispensible part of the total effort to free the potential of millions of Americans for useful, and indeed, vital contributions to the growth and progress of the nation."

Lester Granger

Lester Granger, Executive Secretary of the National Urban League, stated that "the rate at which new job opportunities have developed for Negro youths has been more rapid than the rate of preparation for them." He also stated that the gains in new job fields will be made only when there are qualified Negroes available.

It has been estimated nationally that less than 4 percent of all employed Negroes are in professional, technical and kindred work. One way of raising the level of the skilled and semi-skilled among Negroes is the lowering of racial barriers that exist in various trade and labor unions.

Locally we realize that reasons for damaging drop-outs among high school students are as varied as there are students. These reasons may range from poverty and no incentive to improper guidance. We must expand our school program to hold the interest of pupils in school and provide a wider range vocational training program.

Work Experience of Parents

Another reason for lack of incentive among Negro youth is the work experience of their parents which in the most part have been unrewarding. Therefore, if stimulation for youth is to be attained it would have to come from the community at large. Negro leaders of Louisville should take it upon themselves to provide programs which would provide youth with the knowledge of job opportunities which will give them reasons to seek higher training. It should be presented with tangible and visible evidence that such training is worthwhile to yield its reward in terms of profitable employment and careers.

Youth must remain in school, and if possible go on to college, if they are to take their just place in the make-up of the industrial, business and professional forces of skilled workers. As the fight for civil rights, integration and fair employment rages, let us not be caught in a draught for want of qualified men and women so that we can not take advantage of these opportunities when they are realized in full.

Your Schools—

City's Classrooms Crowded —Many Schools Too Large

Communist Appeal
Memphis Tenn. P.1
Sun 7-14-57

(Last of a Series)

By REESE WELLS

A classroom shortage that will cost 75 million dollars to overcome within the next eight years already is an obstacle to the education of your child, George Peabody College researchers contend.

They say that not only are classrooms overcrowded but that schools are either too large or two small.

A "truly desirable" class size ranges from 20 to 29 pupils, they commented.

"It is difficult with 30 pupils in a room to provide for individual differences and it is almost impossible with 35."

Classes Overcrowded

Yet, they found that 44 per cent of white classrooms and 63 per cent of Negro classrooms in the county were overcrowded —with 35 or more pupils. In the city system the figures were 33 per cent for white classrooms and 75 per cent for Negroes.

"The teacher works just as hard regardless of the number of pupils assigned—but the manner in which he can work varies," the survey team said.

Pointing out that although the percentage of failures compares "favorably" with those in other schools, the researchers added that, "As long as class size remains at its high levels pupil failures are not likely to be lowered much."

"In a real sense, of course, pupils do not fail in school," they said. "Schools fail to provide learning experiences for children which are geared to their individual abilities."

Until these ratios are lowered, guidance services—which are now practically non-existent—should be "expanded considerably."

The consolidation of elementary, junior high and high schools in one 12-grade unit . . . as has been done at Whitehaven and Treadwell . . . was discouraged by the school experts.

Controls Schedule

"What frequently happens is that the secondary school program controls the schedule developed for the use of building and equipment," they said.

In not a single 12-grade school visited in Shelby County, for example, did young children have regular opportunity to play in the gymnasium. In 12-grade schools, bells needed for high school purposes frequently interrupted the younger groups.

* * *

Memphis and Shelby County schools have a building problem whether they consolidate or not. This was the finding of researchers from George Peabody College at Nashville who surveyed schools here. Their report on buildings is the topic of today's article.

They feel school enrollments should fall within the limits of 200 to 700 pupils.

"Small enrollments mean that there is a single teacher for two or three grades; that the principal also is a full-time teacher; that few opportunities exist for special talents to be developed; that facilities such as a central library, gymnasium and cafeteria cannot be provided except at excessive cost per pupil."

They found that about a third of the present county white elementary schools are too small and about two-thirds of the Negro schools are too small.

On the other hand, Memphis has too many "huge" schools. In fact, 15 of the city's 43 white schools and 18 of the 27 Negro schools have more than 700 pupils.

"Young children, especially those in primary grades, need the informality, the friendliness and the flexibility which is difficult, if not impossible, to achieve in large schools," said the investigators.

Undesirable Practices

From a standpoint of health and safety the survey staff deemed as "undesirable" the following practices:

"Continuing to use schools which are basically unsafe. In one school, for instance, four stairwells to the second floor are all constructed of wood. Only one outside fire escape has been built from the second floor. In one rural school the time-honored but outmoded barrel and

dipper were the source of water for the entire class.

"Providing improper equipment in and insufficient maintenance of toiletrooms. In one boys' toilet, for instance, there were no urinals. All commode seats were wet and dirty.

"Constructing and continuing to use a school building located directly in the traffic pattern of an airport."

A random inspection of city schools, which represented a "cross-section," drew these comments: East, "excellent and expensive"; Merrill, "not worth completely remodeling and fireproofing"; Central, "obsolete in many respects"; White Station, "very satisfactory"; Booker T. Washington, "needs major remodeling and renovation"; Douglas, "would require 15 more classrooms to house the present membership adequately"; Porter, "should be relieved as soon as possible by new facilities elsewhere"; Leath, "fair condition considering its age."

For county schools their comments were: Graves, "well planned but not very well constructed"; Geeter, "grounds are greatly in need of grading and landscaping"; Ford, "the plant is inadequate."

Recommendations Given

For the county's largest school, Whitehaven, the survey team had several recommendations. They said that:

"The elementary school unit . . . is satisfactory except that it has no play or assembly facilities. Maintenance shops and general storage facilities should be provided elsewhere because this space is badly needed for high school shops.

"The old original high school building should be replaced with modern facilities. Auditorium and physical education facilities should be provided.

"The old temporary structures on the rear of the high school site should be removed. The high school portion of this plant needs a great deal of modernizing, remodeling and renovation.

"The present membership greatly exceeds the normal capacity of the Whitehaven plant. The solution, however, is additional facilities elsewhere rather than increasing the capacity of the present plant."

SCHOOLS ARE OVERCROWDED IN ALASKA, TOO

Chicago Ill. Defender 6-8-57

Anchorage Goes on 2 Shift System

ANCHORAGE, Alaska, June 3 [Reuters] — Alaska is suffering from overcrowded schools, the result of the great influx of Americans in recent years.

In Anchorage, the number of school children has jumped in the last few years from several hundred to 8,500 in April—with 11,000 in sight before the end of the summer. As a result, a two-shift system has been introduced.

The modern high school in Anchorage, opened two years ago, has 2,000 students. Its auditorium can seat 2,000 and is furnished with cushioned seats, a stage which raises and lowers, up-to-date lighting and acoustic equipment. A public address system reaches every classroom and other parts of the building. The school has a large gymnasium and a modern library. Night classes for several hundred students of the Anchorage community college are held there.

Some from Foreign Lands

Among the students are some who have lived in Germany, Italy, Guam, Japan, or have attended American schools. Teachers have come from most of the 48 states, bringing local color with them.

Schooling is free, financed by territorial and school district funds.

The school system consists of the elementary, junior, and senior high schools in incorporated or independent school districts, such as Ketchikan, Juneau, Wrangell, Anchorage, Fairbanks, and Nome. All satisfy the standards demanded by the Northwest Association of Secondary Schools.

Night schools exist in many of the larger towns.

There is only one four year college, the University of Alaska near Fairbanks.

Missions Provide Education

Individual church or mission schools in interior regions provide education for many children.

The oldest school is the Sheldon Jackson High school and junior college in Sitka, opened in 1878. Operated by the board of national missions of the Presbyterian church in the United States, it is open to all Alaskans.

The federal government maintains a separate school system for Aleut, Indian, and Eskimo children. The remoteness of some native villages makes it impractical to take children to distant town schools. So a small schoolhouse with teaching staff, usually a man and wife, is established in most of the primitive villages.

The federal government administers the schools in about 100 native villages, under the Alaska native service, which is the Alaska branch of the bureau of Indian affairs. Altho mostly day schools, they include a few boarding schools.

U. S. Popular Study Center For Foreign Students

Louisville Ky. Courier-Journal 7-18-57 p. 14

New York (ANP) — The U. S. attracted more foreign students to its schools last year than ever before, thereby establishing itself as the mecca for scholars from all around the world. More than 40,000 foreign students representing 136 countries flocked to the U. S. for study during the 1956-57 academic year, according to a detailed study on educational exchange just released by the Institute of International Education.

A leader itself in the field of international scholarship exchange, IIE for a number of years has surveyed the number of foreign students here and American students abroad financed under private means or through scholarship funds. The results of this census have been compiled into an annual report called "Open Doors," which is becoming a bible in the field of international educational exchange.

One-Third From Far East

Of the 40,666 foreign students attracted to U. S. schools, the IIE survey revealed that almost a third (31 per cent) were from the Far East, indicating the intense struggle of these Asian nations for a higher standard of living through better education. More than a fifth (22.4 per cent) of these foreign students were from our Latin-American neighboring countries.

The single country that sent the largest representation was Canada (5,379), followed by China (3,055), and then Korea (2,307). The nation of Korean had the biggest increase inscholars studying here, having jumped from 8th place two years ago to 3rd place during 1956-57 when 2,307 Koreans were reported to be enrolled in our colleges and universities.

The status of women in the world was reflected in the preponderance of male over female students, according to the IIE census. Men outnumbered women three to one generally but the disparity was even greater in the Middle East and Far East countries. One startling exception was the Phillippines where the women edged the men 877 to 837, possibly indicating the greater Westernization than has taken place in the former U. S. possession.

Southern Normal Serving Students From Six States

Montgomery, Ala. Advertiser Aug. 9-15-57 p. 3-A

BREWTON, Ala., Sept. 14 — A staff conference, Friday, Aug. 27, marked the beginning of Southern Normal's school term. Registration began Aug. 31 and continued through Sept. 2. Boarding students have come from Alabama, Florida, Virginia, California, Georgia and Louisiana.

During the week of orientation the students were shown a film strip depicting the history of the school from its founding down to the present administration. The filmstrip was shown by Mrs. Grace Pelon, head of the Department of Children's Work for the Board of Domestic Missions of the Reformed Church in New York. Mrs. Pelon and Mrs. Elsie Stryker were guests on the campus for the opening of the school term. An acquaintance social culminated the first week's activities. On Sunday, Sept. 8, the chaplain, the Rev. Samuel Williams, conducted the first church service of the year.

During the summer the physical plant was made ready for the opening with some changes. A beautiful new brick faculty residence is nearing completion and adds much to the beauty of the campus. The chaplan and his wife will occupy the residence at a very early date.

The curriculum has been enriched by the addition of new courses. The following persons have joined the faculty this year: Mrs. Beneva Woodson, who has done graduate work in music at the Eastman School of Music in Rochester, N.Y., will have charge of music, French and one course in English. She has taught in the public schools of the state and comes to the school rich in experience. Randall Sterling of Galveston, Tex., is a graduate of Tuskegee Institute. He is in the field of physical education and will serve as coach and teacher of general science. James Coleman, a graduate of A and M, Normal, Ala., will have charge of the band and teach industrial arts. Mrs. Evelyn Woods served as substitute teacher at Southern Normal four years ago and returns to teach chemistry, biology and math. She attended Central College in Pella, Iowa, before going to Talladega College for a pre-med course. Mrs. Woods received the A.B. Degree in chemistry from Talladega, and has attended Atlanta University and a workshop at Tuskegee Institute.

Other staff members had varied experiences during the summer. Miss Ida Mae Hollinger of the English Department studied at the University of Wisconsin and Rev. Samuel Williams, the chaplain, attended the workshop at Gammon Theological Seminary in Atlanta, Ga. Many of the staff members visited the Reformed Churches in the East, Midwest and West. Some of them served as counselors at the camps sponsored by the church.

On Sept. 18 the school will be visited by Dr. Richard J. Vander Berg, executive secretary of the board. He will be accompanied by the Rev. Howard Schade, president of the General Synod.

Southern Normal was one of the first schools in the state to become accredited by the Southern Assn. of Colleges and Secondary Schools. It is a church-related preparatory school, for boarding and day pupils and is under the auspices of the Reformed Church in America.

14 1957

Teachers Urged To Train Students For Future America, Not The Past

Daily World June 7-14-57 Atlanta, Ga.

P.1

Negro teachers were urged to train their students for the America of the future rather than for the South of ten or twenty years ago by George Butler, Director of Education of the President's Committee on Government Contracts, as he pointed out jobs that are available now and would be in the future to the youth of minority races.

Mr. Butler, former labor economist for the United States government and member of the boards of the National and Washington Urban Leagues, was addressing the Summer School Assembly at Atlanta University.

Saying that a government economist had in 1955 predicted an increase of 10,000 in new plants in the South in the next decade, Mr. Butler said that if the fate of progress in the South is to obtain, there are going to be a whole lot of brown hands doing things they have not been allowed to do before, also the industrial expansion will be severely limited.

He called upon teachers to forget the traditional opportunities which had been open to Negro youth, teaching, preaching, medicine, and the law, and to encourage students to consider the skilled crafts. "Opening the doors of employment to Negroes without having trained people to go through them is ideological exercise," he said.

Questioned as to the kind of education the liberal arts college should provide for the future, Mr. Butler favored no change in curriculum, since job content changes so rapidly that specialized training today might soon be obsolete. He advised sound discipline in the fundamentals of communication and computation so that applicants for jobs would be able to do well on aptitude tests.

N. T. Pury(r, Urban League, Southeastern Area, will be assembly speaker next week.

Graduate Students Affected

Corning, Hager Will Confer Today On Teachers College Degree Status

Post and Times Herald

By Jeanne Rogers
Staff Reporter

President Walter E. Hager of District Teachers College and School Superintendent Hobart M. Corning will meet today to decide what to do about students seeking a master's degree at the college.

The public-supported institution, biggest source of local teachers, is in a muddle. And college officials are in the middle.

P C

The college—which operates out of two buildings a half-mile apart—was told by the Board of Education last year to go ahead and set up a graduate school. Teacher candidates for junior and senior highs must hold a graduate degree under law.

Several weeks ago, a House District subcommittee turned down a bill authorizing the college to offer courses leading to a master's. Congressmen said the bill was "too broad . . . and would open the door for establishment of a city or junior college . . ."

In the meantime, Hager and Matthew Whitehead, dean of the graduate division at the school, have continued to accept applications from graduate students.

Thurs 8-22-57

"We have no alternative, but to carry on," Whitehead said, "since we have received no word from Dr. Corning to the contrary." Corning returned to his office yesterday after a month's vacation.

Both Hager and Whitehead said "we are at a loss" to know what to tell graduate school applicants. Hager said his office has been flooded with "confused" applicants since the congressional action.

At present the graduate school has an enrollment of 324 students, 147 of whom are working toward a master's degree. Of the latter, 34 students hope to earn this degree by next June.

The college has issued a bulletin advertising its graduate school offerings and has engaged professors and visiting lecturers for the school term opening Sept. 9.

A representative group of graduate students plan to seek an interview with Corning.

Corning and retiring head of school operations, Norman J. Nelson will discuss the "seriousness" of the college situation with Hager today.

School Board President Walter N. Tobriner asked Corning Tuesday to give him some idea about the future of the college, including the status of present and prospective graduate students. Tobriner earlier this year appointed a special board committee to investigate the college's future.

High Degrees Of Teachers Unresolved

Post and Times Herald

P. B 1

A scheduled meeting between President Walter E. Hager of District Teachers College and School Superintendent Hobart M. Corning to resolve the future of graduate students at the college failed to come off yesterday.

The meeting was reset for next Tuesday, less than two weeks away from Sept. 9 school opening. Corning was at a reception for exchange teachers at the British Embassy yesterday.

8-23-57

The public-supported Teachers College last year was told by the Board of Education to set up a graduate school. Several weeks ago, a House District subcommittee turned down legislation which would give the school authority to offer courses leading to graduate degrees.

School officials have requested more than 100 prospective graduate students. Walter N. Tobriner, School Board president, has asked Corning to state for the record the status of these graduate students.

New York Schools Drop 'Huck Finn'

Courier-Journal Thurs 9-12-57

'Racial Angle Not Involved'

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New York, Sept. 11.—The Board of Education has quietly dropped Mark Twain's "The Adventures of Huckleberry Finn" from the approved textbook lists for the City's elementary and junior high schools.

The book can still be purchased for school libraries, but it can no longer be bought for wide distribution to pupils as a textbook, except in the the high schools. Even in these schools, Huck Finn's days may be numbered.

Has Been Criticized

"Huckleberry Finn," which tells the story of boyhood in the Mississippi Valley in the 1840's, has been criticized by some Negroes as "racially offensive." A central figure in the book, which was written in native dialects, is "Miss Watson's big nigger, named Jim."

Miss Ethel Huggard, associate school superintendent in charge of curriculum development, confirmed Wednesday that three textbook contracts for the book had not been renewed in the past two years. But she denied that this had anything to do with any objections to the book.

Miss Huggard said the book had not been continued on the approved-textbook list because it was felt that it was not really a textbook. She added that pupils who wanted to read it could still get copies in the school libraries.

The decision not to continue "Huckleberry Finn" on the approved lists, she said, was purely a matter of selection and was without "prejudice to the book." She also said that no objections to the book had come to her attention.

However, an official of one publisher said he had been informed by school authorities that his company's contract for the book was not being renewed because the work contained "some passages derogatory to Negroes."

The official said that one of the criticisms was that the edition, an adaptation of the original novel, did not capitalize the words "Negro" and "Negroes." He added that the company was bringing out a new version that would meet the criticisms.

A spokesman for the National Association for The Advancement of Colored People said his organization had not protested to the Board of Education about the book.

President's Committee On Education

Following its first interim study dealing with major problem areas, the President's Committee on Education Beyond the High School has issued its second report in which its scope of inquiry was narrowed down to a few central conditions of particular urgency.

The Committee made recommendations on the need for teachers, on financial assistance to students, on expansion and diversity of educational opportunities, on financing higher education, and on the Federal government's relation to education beyond the high school.

The most enlightening of those recommendations is the one which spells out the factors that cause students to discontinue their formal education. Those factors were identified in the following manner:

1. Lack of information about careers in time to prepare for them.
2. Lack of self-knowledge of individual capabilities.
3. Lack of inspiration at home and in school.
4. Failure of the student to see the relationship of further schooling to the realization of his full potential.
5. Negative family attitudes.
6. Labor market conditions which make it attractive and to enter labor force early.
7. Lack of facilities for post-high school education and training in the local community.
8. Lack of personal or family funds for tuition and support.
9. Inability or unwillingness of the family to give up the earning capacity of the youth.
10. In some cases, discriminatory practices in admission, after admission, and in employment after graduation.

The Committee was of the opinion that racial minorities were not receiving the full measure of educational opportunities they deserve.

"Not only are there cases of overt discrimination in admission and after admission," complained the report, "but — perhaps more widely important—there are discriminatory employment practices which discourage some of these young people from seeking advanced education."

The Committee took an uncompromising stand in insisting that steps be taken to remove the barriers to the pursuit of education by all talented youth. It recommended that "educational institutions abolish discriminatory policies and practices based on race, creed, color, sex or national origin, where they exist."

We regard this recommendation as the most significant feature of the whole report. If our educational institutions are to train properly our youth for future leadership responsibilities, it is imperative to impart to them the objectivity that will enable them to understand and interpret the foundations of a free society in the context of democracy. It would not have been amiss had the Committee insisted upon establishing some criteria by which to judge teachers' attitudes on important social issues. Those teachers who are themselves undemocratic and who interpret the unfolding events of history through the prism of racial bias should not be hired. How can respect for the dignity of man be perpetuated in an atmosphere surcharged with racial bigotry and unrestrained hatred?

Corning Passes Word

Teacher Degree Issue Laid in Lap of Congress

School Superintendent Hobart M. Corning yesterday ordered District Teachers College President Walter E. Hager to tell all graduate students their degree depends on Congress.

Corning said students may take graduate work, but it will require an Act of Congress before "we have the power" to confer a master's degree.

The Board of Education last year told the college to set up a graduate school. Two weeks ago, however, a House District subcommittee refused to grant authority for bestowal of a graduate degree. Congressmen said it would open the door for establishment of a junior or city college.

Hager told reporters yesterday the "present situation" may result in a falling off of enrolled graduate students. He added "I imagine new graduate enrolees will equalize the picture."

Teachers College Future Questioned

The future of District Teachers College was questioned yesterday by a special Board of Education committee appointed last spring to investigate the city-supported institution.

The college has allowed some students to work towards a master's degree and is accepting registration of other graduate students.

A House District Subcommittee turned down a bill last week that would have authorized the Teachers College to grant advanced degrees.

School Board President Walter N. Tobriner said yesterday that he would like School Superintendent Hobart M. Corning to answer these questions:

Can the college offer courses leading to postgraduate degrees? Will it have to turn down applicants?

What will happen to graduate students who enrolled more than a year ago with the idea their study would lead to a degree?

Dads Fork Over $600,000 For Extra Expenses

By RUSS MARCHNER
Herald Staff Writer

The "free" education which has nicked some parents as much as $17 this year whipped up squalls of complaint Saturday.

Parents already have chipped in more than $600,000 for special fees which Dade school officials say are necessary.

The parents of children at new schools—like Palm Springs Junior High in Hialeah—were hit the hardest. And their protests rang loudest.

"We thought the taxes we paid would cover most of this," complained one Hialeah mother with two girls in the new junior high.

Fees there for two lockers, towels, instructional aids, band or chorus, lab fees and gym clothes came to $17 for some students.

And at another new school, Southwest High, many parents complained that "fees are way out of line — particularly the $1 required for the school newspaper."

Said one angry father:

"My daughter said her teacher threatened that they wouldn't get their report cards if they didn't pay their fees.

"I've heard of one child quitting the school because of the excessive fees."

He said he paid a total of $19 for two children at Southwest and only $2.50 for a daughter who attends another high school.

The $19, he said, did not include the gym clothes which each child is required to supply.

The fees went for courses in English, biology, typing, home economics and music and for two locks, towels and the school newspaper.

A leader in Southwest's PTA declared: "I've heard many parents complaining about it."

Parents of youngsters attending Miami Edison Junior and Senior highs said their fee expense ran about $10 for the high school and $6 for junior high.

School Superintendent Dr. Joe Hall backed up the fee system as "necessary because there are expenses which must be borne by each pupil individually."

Lee A. Aber, principal of Southwest Miami High, said the state does not provide sufficient money and "some parents don't pay any taxes at all."

He scoffed at the story that report cards would be withheld. "They cannot be withheld by law."

He said that even after the fees his school still is losing money on special services provided to students.

"And in cases of hardship, which we check very carefully, students are given the fees free if they cannot pay for them."

BANK EXECUTIVE CRITICAL OF NEGRO COLLEGE COURSES

RICHMOND, Va., May 19.—(Special)—William R. Hudgins of New York said here last week that too many Negro colleges are turning out preachers, teachers, social workers and "liberal arts loafers" and offering inadequate incentive to young people who prefer careers in business. He viewed this neglect as a threat to the continued prosperity and growth of Negro business enterprise.

The banking executive contended further that the colleges he had in mind are "masquerading" high school bookkeeping, typing and stenography, "sprinkled with some liberals arts studies," as legitimate courses leading to a degree in business administration.

Negro Named to School Board

SOUTHERN PINES, May 18—Southern Pines, which has had a Negro councilman since 1955, this week acquired a Negro school board member through appointment by the Council.

P. I York was the only new member appointed, in a 3-2 vote. Appointment of the Negro member, however, was not the cause of the split, as it has been recognized for some time that the council would take this action, and little disapproval has been expressed.

The vote divided sharply on the blanket reappointment of the four incumbents (there has been one vacancy on the school board for several months). The motion of endorsement of all five names at one swoop was made by the Negro councilman, T. T. Morse, and drew affirmative votes from Mayor W. E. Blue and D. E. Bailey, with Pearson Menoher and J. B. Tollison voting "no."

In the brief discussion preceding the vote, Menoher and Tollison, both new on the council, emphasized they were not against anybody on the list, but wanted more time for study and discussion. They said they felt more new blood might be needed on the board, there had been some criticism of it during the past year and there were plenty of other people qualified to serve.

This was the Council's first official meeting since the municipal election, and the first opportunity for action on the school bard since adoption of a new town charter by special act in the current General Assembly.

Despite agitation in the town for a change to the elective method of choosing a school board, the new charter retains the appointive feature. Reappointed were N. L. Hodgkins and Harry J. Menzel, for four-year terms; John Howarth and Dr. Vida C. McLeod, three years; while the new member, York, goes on for a two-year term.

"Choosing a School Board"

Your recent editorial entitled "Choosing a School Board" is very opportune. In the District where the people have no vote and the members of the School Board are appointed by Federal judges, you state, and I think quite rightly, that "the way to give Washingtonians an effective part (in the appointment of a School Board) is to shift the appointing power to the general public." Here in Montgomery County where that privilege was won and exercised just two-and-a-half years ago the highly vocal opponents of our first "elected" School Board are placing great stress on the word "elected."

I refer to the recent incident over the Montgomery County School Board's decision not to renew Supt. Forbes Norris' contract, where the critics somehow imply that appointment of Board members by the Governor, as had been done previously, would have avoided the problem. In point of fact, they should realize that only by the election procedure can they or any citizen body control the Board. This Board is the more responsive and aware of its responsibilities through having been elected by the voters of the county without any party tags to aid or confuse them.

It should be kept in mind that the retiring superintendent of schools was contracted for by the last "appointed" Board. Don't forget that four members of the present Board participated in that action. (It was after his appointment that the system of constituting the Board was changed from one of appointment to one of election by the voters on a non-partisan basis.) Rightly or wrongly, individually and collectively, as a result of nearly three years of close observation and supervision, the Board, which included the four hold-overs responsible for his appointment, came to the conclusion that they could not conscientiously renew his contract. They frankly and, I think, quite properly transmitted their decision to him privately.

They did not fire him. They did not charge him with gross incompetence, with unbecoming conduct nor with malfeasance in office. They respected his contract to the end. They probably even felt that there had been considerable improvement in the county's public school system. I think most observing citizens have felt that way about his administration.

Still apparently the Board was not entirely satisfied either with the achievements of the past few years or the prospects for the next four years under the same leadership. I say "apparently." I don't know how they felt.

All I can say is that, if that is the way they felt about the matter, then I think it behooves all fair-minded citizens in the county to suspend judgment, to see how well they fill this very important post, and to note carefully how effectively the man of their choice does the job prior to the time when they have to render an account of their stewardship to the voters of the county when their present term of office expires in the Fall of 1958.

One more thing can be said and, I think, should be said: One must admire the calm manner in which all the members of the Board stood their ground against the attack. I think it took courage to make their decision known and to withstand so patiently and persistently the vigorous attacks of their opponents.

ROY C. JOHNSON.
Silver Spring.

Elect Detroit Woman to Bd. of Education

DETROIT, (ANP) — Mrs. William E. Bright, was recently elected a member of the Highland Park Board of Education. Highland Park is a Detroit suburb. She is the first Negro to be elected to this board.

Mrs. Bright, who is the wife of an associate district lay leader of the Chicago District of the Lexington Conference of the Methodist Church is an active member in the Berea Methodist church.

Pupils Better In Achievement

Washington students made a better showing on citywide achievement tests given last fall than they did the previous year, School Superintendent Hobart M. Corning said yesterday.

Corning said at a press conference that there has been "a substantial citywide improvement" in such subjects as reading, arithmetic and language arts—spelling and conversation.

Pressed for specific gains made in these subjects, Corning said he hadn't made such a study of the test results. He said he is preparing a summary of findings which will be given the Board of Education.

The battery of tests were given third, fifth, seventh and ninth graders shortly after school opened last September. Individual school results have been distributed to principals and teachers as a basis for helping the pupils improve.

Corning pointed out that the results of the September tests reflect only the progress of the previous year.

"I am convinced that with the emphasis we are putting on the basic subjects, achievement scores will continue to improve," Corning said.

Three years ago, the school system gave its first city-wide set of achievement tests. The results showed that on the average Washington students were not measuring up to notional standards in the basic subjects.

$986,000 Goes To School TV

NEW YORK, May 19 (AP)—The Fund for the Advancement of Education announced today the establishment of a national program in the use of television in the public schools and said it has set aside $986,000 to examine the use of TV for education.

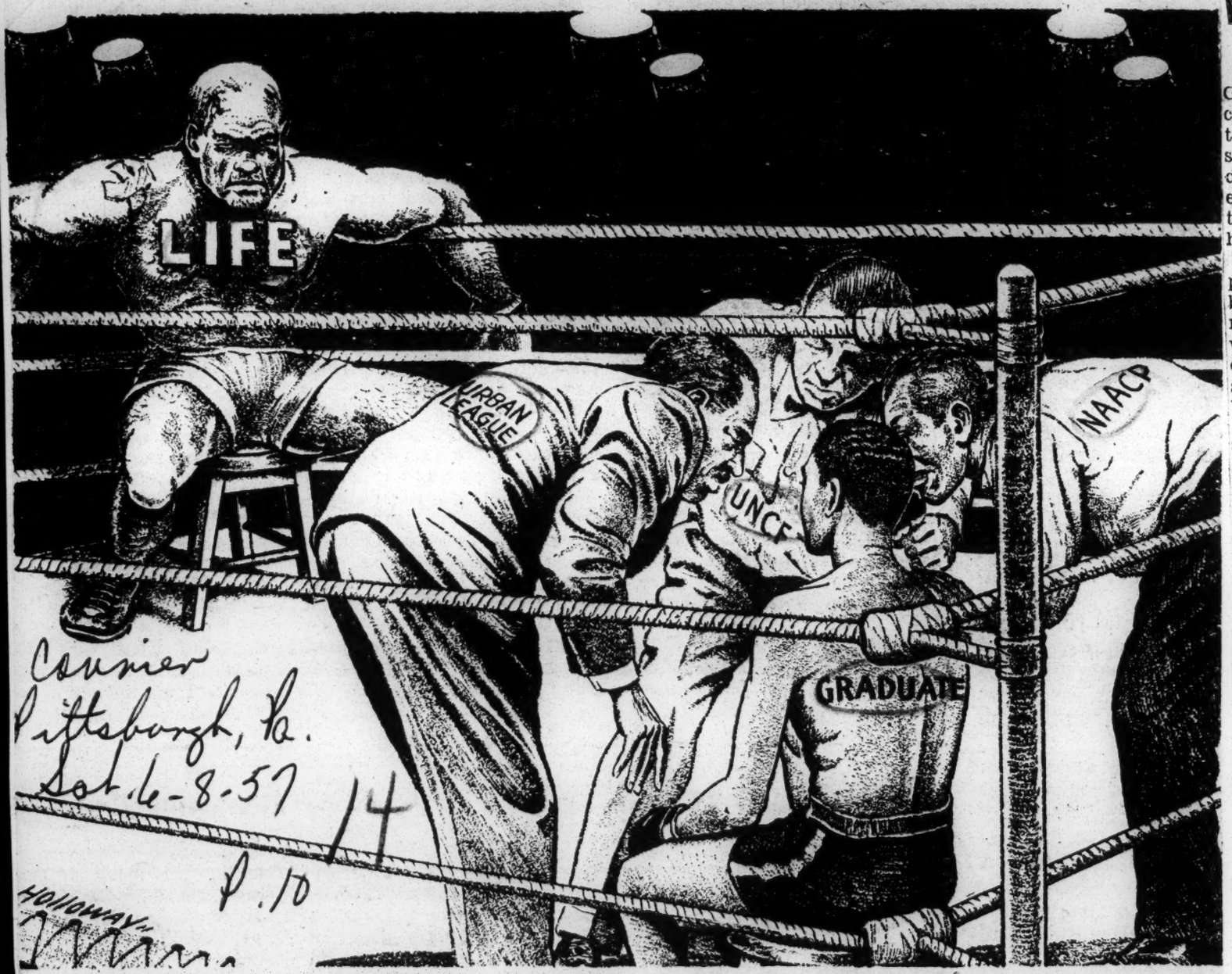
Dr. Alvin C. Eurich, vice president and director of the Fund, said the program will be initiated in eight cities—Atlanta, Cincinnati, Detroit, Miami, Norfolk, Oklahoma City, and Philadelphia — and two states, Nebraska and Oklahoma.

He said substantial grants had been made to public school authorities in these places on a matching dollar basis and that television teaching to large classes will be started next September in elementary and high schools.

"The fund has over the past two years supported a number of experiments in the use of television in the public schools —notably in Hagerstown, (Md.), St. Louis, Pittsburgh and Chicago," Eurich said.

"These demonstrations have already shown that a topnotch teacher can extend his services through the use of television, that pupils learn at least as much in television classes as with conventional instruction, that television saves a great deal of time and thus permits teachers to give pupils more individual attention."

Are You Ready?



Courier
Pittsburgh, Pa.
Sat. 6-8-57
14
P. 10
HOLLOWAY

HUNDREDS of thousands of our young people will GRADUATE this month from grammar schools, high schools and colleges, and the question life is asking them is "ARE YOU READY?"

Formal instruction is SUPPOSED to have made them ready for the tasks with which life confronts them, the NAACP and UNCF have been making it possible for them to get the SORT of training to enable them to get ready, while the Urban League has been seeking out OPPORTUNITIES for them to enter all fields of gainful employment for which they are prepared.

As in former years, the Elks and certain fraternities, sororities and institutions have offered scholarships to the more APT.

All in all, it would seem that MOST of our graduates should be able to answer affirmatively to the question: "ARE YOU READY?" but it is by no means true of ALL of them, though it SHOULD be.

There are SOME graduates this month who are going to emerge from school in quest of a LIVING who have neither the preparation nor inclination to do anything WELL.

Despite years of instruction they are IGNORANT of writing, spelling, figuring, history, geography, punctuality, manners, discipline and/or personal hygiene; and despite this very meagre training they expect to jump out at the bell and get a QUICK decision over life.

Too few are ready to study to QUALIFY for a high level job and too few are PREPARED to avail themselves of the numerous NEW opportunities which the Urban League and other agencies have explored and opened up.

Those who are READY can get a favorable decision over life.

Those who are NOT ready and lose out in the battle will blame it on every cause but the RIGHT one.

U. S. Office Of Education Will Aid Advanced Training

WASHINGTON D. C. — Lawrence G. Derthick Commissioner of Education, announced this week that the U. S. Office of Education is starting to prepare a series of case descriptions of significant steps by educational institutions and others to improve education beyond the high school.

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These cases, including plans, experiments, and new practices, will be selected from all sections of the nation. They are expected to provide ideas that can be applied by other colleges and universities or agencies concerned with education beyond the high school.

"Administrators and governing boards of our educational institutions" Dr. Derthick said, "have long felt the need for more information on how some of their common problems are being met."

The first installment of case descriptions will be distributed about November 1. Dr. Derthick said it is hoped this will stimulate additiona hoped this will stimulate additional interest in the methods and significant findings reported in the cases as well as encourage the sharing of ideas on current problems directly between institutions.

The President's Committee on Education Beyond the High School began the Case Book Project, Dr. Derthick explained, and is sponsoring it in cooperation with the Office of Education, Department of Health, Education, and Welfare.

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EDUCATION IN REVIEW

Times Sun. 7-21-57 P. 7-L

Zoning That Results in Segregated Schools Is Under Attack in the Courts

New York

By BENJAMIN FINE

With a school population of 1,000,000, and a teaching staff of 40,000, New York has the largest school system in the nation. Eight hundred separate school units, on the elementary, junior and senior high school levels, are scattered throughout the five boroughs.

Legally, this city does not have any segregation. Yet, because of the neignborhood pattern of its school zoning regulations, many schools are, in fact, segregated. This is particularly true in Harlem, in the Bedford-Stuyvesant section of Brooklyn and in various other parts of the city where Negroes or Puerto Ricans are congregated.

A study made recently indicated that about 75 per cent of the public school children attended elementary and junior high schools which are, for all purposes, on a segregated basis. These are schools where 90 per cent or more of the pupils belong to a single ethnic group. They may be either all-white, Puerto Rican or Negro. Exact figures are not available, but board officials estimated that there are about 100 schools where the majority are Negro or Puerto Rican, with about 100,000 pupils.

Division by Boroughs

The Borough of Manhattan contains the bulk of the Negroes and Puerto Ricans. One-third of the school enrollment is white, one-third Puerto Rican and one-third Negro. The breakdown for the five boroughs is:

Borough	*Negro*	*Puerto Rican*	*Others*
Staten Island ..	5.8%	1.2%	93 %
Queens	10.7	1.4	87.9
Manhattan	34.5	32	33.5
Bronx	15.3	19.3	65.4
Brooklyn	17.3	10.7	72
Total for city..	18.3	14.0	67.7

Since the Supreme Court decision of May 17, 1954, holding segregation to be unconstitutional, considerable agitation has taken place in this city. Representatives of the Urban League, the National Association for the Advancement of Colored People and other groups have urged that the local Board of Education re-evaluate its school policy.

Board officials, and Dr. William Jansen, Superintendent of Schools, have insisted that segregation does not exist here, except as it may follow the housing pattern. They maintain that the school districts have been set up to serve the neighborhoods best. And they have opposed any radical change in school zoning.

Last week the school board and superintendent received a serious jolt. The entire concept of school zoning was placed under attack.

A Negro mother, Mrs. Mae Mallory of 27 Morningside Avenue, near 117th Street, in Harlem, tried to enroll her daughter, Patricia Leola, age 12, at Junior High School 118. This is at Ninety-third Street, between Columbus and Amsterdam Avenues.

Mrs. Mallory was told you can't do that. Your child, school officials said, belongs in Junior High School 88, at 114th Street and Seventh Avenue. That is Patricia's school district. But, Mrs. Mallory complained, P. S. 88 is inferior to P. S. 118. It is, she charged further, an all-Negro school. It lacks experienced teachers or guidance counselors. It doesn't have an adequate curriculum. And even if it had everything that P. S. 118 has it still would lack something vital: white children.

Mrs. Mallory, through her attorney, Paul B. Zuber, quotes the Supreme Court desegregation decision to the effect that children who attend segregated schools are psychologically handicapped. And Mr. Zuber believes that the court's decision fits the Mallory case exactly.

Case Before School Board

The effect of the suit is to place the school board on the defensive. It will have to show why the school zoning laws cannot be altered so as to decrease the amount of segregation that now exists.

At the board's meeting on Thursday it is expected that a central zoning unit will be created. This unit, recommended by the board's integration committee, would have as a major purpose the review of existing zoning lines. The board agrees that "racially homogeneous public schools are educationally undesirable."

In the light of this, the zoning committee said, it is essential that the board develop a "clear, positive zoning policy to promote racially balanced schools."

Many reasons have been advanced why it would be difficult to change existing patterns and to institute another zoning policy. The question of distances from home to school arises. How shall the maximum use be made of school space? Will it be necessary to transport children by bus any considerable distances?

Border-City Problems

This is not a local problem solely. Some of the border cities where integration has taken place have had to grapple with it, too. Some of the cities, such as Louisville, Ky.; Wilmington, Del., and Charleston, W. Va., have changed their zoning laws. Parents are permitted to send their children to schools outside their own districts. This is known as "permissive zoning"—that is, permission to attend a school other than that to which a child is assigned is given to the parents who request it.

How has it worked out? At first it was thought that white parents would take advantage of permissive zoning to keep their children away from integrated schools. It hasn't worked out that way. Few white parents have taken advantage of the permission offered them.

The city's school board may be pushed further than it might otherwise want to go by the court case. The state Supreme Court will get the Mallory petition on July 31. Mr. Zuber said that he plans to push for rapid action, as he would like young Patricia to enter P. S. 118 when the schools reopen in September.

This may well be one of those historic landmarks in public school education. Most certainly it focuses attention on the integration problems that exist in the North. The Board of Education will have to answer in court the charge that a child is forced against her will to attend an inferior all-Negro school.

EDUCATION IN REVIEW

Times New York Sun. 7-14-57 P. 7E

A Thousand Endowed Fellowships a Year Will Aid Drive for More College Teachers

By BENJAMIN FINE

The founding last week of the National Woodrow Wilson Fellowship Corporation again focused attention on the acute shortage of qualified college teachers. The corporation, subsidized by a $24,500,000 grant from the Ford Foundation, has been established to induce able young students to continue with their graduate studies and go into college teaching.

The new group will award 1,000 fellowships a year for five years, starting in 1958. Each fellow will get a grant of $2,200 for the first year, and in subsequent years an unspecified amount necessary to earn a doctorate in the field of his specialty.

In recent months much concern has been expressed at the need for qualified college teachers. Studies have shown that college enrollment will rise from its present 3,000,000 to 6,000,000 by 1970. To keep pace with this increase, the number of faculty members would have to rise from 250,000 to 500,000.

Where are they to come from? Last year the nation produced about 9,000 Ph. D.'s., of whom perhaps half went into teaching. Even if graduate students increase by 100 per cent, there will be a wide gulf between those prepared to teach and the numbers needed.

Ph. D.'s and Others

Fear that the quality as well as quantity of college teachers will go down has been expressed by responsible educators. Today 40 per cent of the teachers in our colleges have Ph. D. degrees. In less than fifteen years the percentage will drop to 20, on the basis of current preparation. Of course, a doctorate by itself is not an indication of a successful college teacher. But it is a mark of scholarship, which in turn is essential for the college-level teacher.

The major educational associations are beginning an extensive campaign to help meet the expected shortage. The Department of Higher Education of the National Education Association has appointed a recruitment committee, headed by Dr. Charles C. Cole, associate dean of Columbia College.

This committee, during the past year, has begun several studies in the field of college teaching. Here, as in other organizations, emphasis is placed not only on how to get more college teachers, but how to train them and use their services better.

On another front the American Council on Education, representing the bulk of the nation's institutions of higher education, has taken an active role in helping to interest more students in college teaching through its Committee on College Teaching.

The committee is now working on a pamphlet which will go to graduate students throughout the country. The first draft indicates that the booklet will provide answers to such questions as: What is college teaching like? What are the satisfactions? How much money can I expect to make?

The study will be distributed to graduate schools in all parts of the country. College professors and department heads will be urged to bring the pamphlet to the attention of their able students.

Colleges Give Aid

A program is also under way by the Association of American Colleges. This organization, representing 700 of the leading liberal arts institutions, is asking each college to select several capable students and guide them into graduate studies. This will be followed with advice on how to enter the field of collegiate teaching.

The American Society of Engineering Education, aided by a foundation grant, is likewise seeking ways to get competent students into the teaching field. It is preparing a study that will outline the advantages to be found in teaching, and the qualities needed for this profession.

There is no question but that col-

leges and universities are desperate. At the National Education Association convention in Philadelphia early this month the educators heard that many colleges are dipping into high-school staffs to get faculty members. Dr. Ray C. Maul of the N. E. A. research division reported that competition is increasing between the colleges and high schools.

If there is a scramble for teachers, the quality is likely to go down. In many instances the qualifications have already been lowered. Some colleges are taking men whom they would have considered unqualified two or three years ago.

The salaries paid to professors are usually not enough to induce the most able candidates to give up Government or industrial jobs. This is particularly true of science and mathematics graduates. Industry can usually outbid colleges for the top science majors.

College Salaries

A recent nation-wide study showed that college and university teachers on the average received these salaries: full professors, $7,076 a year; associate professors, $5,731; assistant professors, $4,921, and instructors, $4,087. The average of all ranks was $5,243.

What should be done about the shortage of college teachers? Various recommendations have been proposed by the Ford Foundation, educational groups and others concerned with the college teacher shortage. They boil down to these:

(1) Establish a national clearance center so that qualified graduate students will know where vacancies exist. Many competent men and women holding Ph. D. degrees are not aware of many of the existing opportunities.

(2) Increase faculty salaries. The Educational Policies Commission, sponsored by the N. E. A. and the American Association of School Administrators, in its latest report, "Higher Education in a Decade of Decision," recommends that salaries be doubled.

(3) Make academic life more attractive.

(4) Use professors to greater advantage. Give them more of the modern tools, such as radio, television and audio-visual aids, to help them do a better job with more students.

(5) Put more responsibility on the students to do independent work. Some colleges are experimenting with the use of more self-directed time for students as a trend away from the "spoon-feeding" apparent in some colleges.

Teacher 'Interns'

'Earn While You Learn' Plan Draws Varied Candidates

A process server, an advertising man, a pharmacist, a bacteriologist and four mothers were among the students who registered last week in an "earn while you learn" graduate program which will enable them to realize long-cherished ambitions to teach.

The registrants were selected from among more than 350 applicants for the pilot class of the $1,000,000 experimental Teaching Fellowship Program of Yeshiva University's Graduate School of Education, 110 West Fifty-seventh Street, New York City.

The program, which will begin tomorrow, provides them with the opportunity to earn $2,000 as salaried "interns" in New York public and private schools while they study for the master's degree in education.

Geared to attract outstanding liberal arts graduates to teaching, the program also has tapped the reservoir of teaching talent represented by older individuals who had been unable to enter teaching because of the heavy costs of returning to school for professional training.

Other Fields

Among the students are persons ranging in age from 21 to 48. More than half are married. About half are recent college graduates; the rest were employed in fields other than teaching.

The Teaching Fellowship Program has been established by the university with the support of a $500,000 grant by the Ford Foundation's Fund for the Advancement of Education. Ten public-school systems and a private school are participating.

Following an intensive six weeks' training period at the Graduate School of Education, the fellows will begin their internships in the participating school systems.

The Washington Merry-Go-Round

Post + Times Herald
Tues. 7-30-57 P. 19-B

Russia Pulls Up To Us on Schools

By Drew Pearson

Things move fast in the House of Representatives. They move so fast that experts can hardly keep up with them. In split seconds a motion is gaveled down. In a couple of seconds, a voice vote is ruled on. The hubbub, the whispered conversations, the visiting along the aisle is so loud sometimes you can hardly hear the speaker.

Pearson

It was during this fast-moving welter of debate last week that a vote was taken which will mean that the United States starts slipping behind Russia on education. For 100 years or so the U.S.A. has been well ahead of Russia on schools, teachers, universities. Russian illiteracy under the Czar was 75 per cent. Now almost every Russian can read and write.

In some parts of Russia children are required to spend 10 years in school—which means two compulsory years of high school—ahead of some parts of the U.S.A.

New, modern schoolhouses have been springing up all over Russia. Amazing amounts of money have been spent on them. The State University of Kazakh looks as modern as the Supreme Court Building in Washington. The new building of Moscow University cost $150 million and resembles a New York skyscraper. It cost about as much as the entire campus of many American colleges. Russians claim 4,300,000 students are enrolled in their universities and colleges which also includes technical schools. Our universities and colleges have 3 million. Thirty-eight million are registered in Russian primary and high schools.

All in all, Russia is still behind, but is catching up.

Last Battle

A Republican banker who doesn't like communism led the battle to pass a school bill on the turbulent floor of the House last week. He is Sam McConnell of Ardmore Pa., the fashionable Main Line just outside Philadelphia. He traveled over the U.S.A. at his own expense studying schools, decided they were vitally needed. This will be Sam's last session of Congress. He is retiring at the end of the year. And the attempt to pass the school bill was his last big battle. He lost it.

The man who outmaneuvered him was another Republican, Congressman Charley Halleck, who came to Washington a poor country lawyer from northern Indiana. Now he is wealthy. Charley sent his children to private schools, the most expensive in Washington.

During the school debate, another Republican, Bill Ayres of Akron, Ohio, proposed substituting the original Eisenhower school bill for the McConnell-Democratic compromise bill. This distributed Federal funds on the basis of need, not on the basis of both population and need.

Up jumped Charley Halleck.

"Now this is the bill the President really wants," he declared. "I could support this amendment."

Later Halleck had this remark censored from the Congressional Record—for reasons that will become obvious in a minute.

At this point, northern Democrats came over to Sam McConnell, told him they would throw their full weight behind the Ayres proposal. McConnell was jubilant. He jumped up, started to telephone the White House, confident he could get an immediate message from Eisenhower supporting the bill.

Before he could act, Halleck went over to Congressman Howard Smith of northern Virginia, leader of the conservative Dixie-Republican coalition. They knew the tide was going against them; a school bill might be passed. Smith then moved to strike the enacting clause of the original compromise bill.

This forestalled McConnell's move to phone the White House and pass the Ayres Republican bill which Northern Democrats had accepted.

Halleck then voted with the Dixie-GOP coalition to kill the bill and promptly had his own earlier remarks expunged from the record.

That's how fast things move in the House of Representatives. That's also how hypocritical some Congressmen can be. It's also why children will be going to rundown, cramped, and crowded schoolhouses in many parts of the U.S.A. this year. Finally, it is why Russia will probably forge ahead of the U.S.A. in schools within the next couple of years.

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EDUCATION IN REVIEW

Times Sun. 6-16-57 P.9-C

Question of Religion in the Schools Keeps Recurring in Different Forms

Rec'd 6/17

By GENE CURRIVAN

In a ruling last week State Education Commissioner James E. Allen Jr. held that an interdenominational version of the Ten Commandments could not be displayed in the classrooms of two Nassau County towns.

The decision did not concern itself with the constitutional question (separation of church and state) but was predicated on the premise that if the end result of the display was to stir up bitterness and dissension it would be better to forego it.

After pointing out that the law of the land prohibits the teaching of religion in the public schools, Dr. Allen said: "Aside from any religious issue involved, it should be taken into consideration also that the display of an item which cannot be freely explained and discussed is unsound educational practice."

Allen's Finding

Commissioner Allen held that while the board's objective was laudable "such action would not serve to increase the respect for or the influence of the Ten Commandments."

He suggested that since religious tenets may not be taught in the schools and since children are entitled to have the Commandments explained and interpreted to them it would be best for the board to develop a program for released-time instruction.

The board had made an all-out effort to please everyone by arranging the Commandments in a manner that would not conform exactly to any particular denominational version. The net result of the revision was that many residents of the two towns, Hempstead and North Hempstead, felt that as this Nassau version of the decalogue was neither Catholic, Protestant nor Jewish, it bordered on the offensive.

This case recalls numerous others in the past thirty years in which bitterness and dissension followed in the wake of attempts to co-mingle religion with education. They are a far cry from the Colonial days when the public schools were established principally to teach children "to read and understand the principles of religion and the capital laws of the country."

These cases have included the "released-time" programs, using schools for religious instruction classes and baccalaureate services, class prayers, and the teaching of moral and spiritual values in the schools. All of them touch on that delicate issue of where the line of demarcation should be drawn between education and religion. And all of them brought about acrimonious debate which sometimes found its way to the highest court of the land.

Released Time

Back in 1926 the White Plains (Westchester) Board of Education established a plan under which children would be released from school one hour a week for religious instruction if their parents so desired. It was the forerunner of the present released-time program in the state, but at that time it was considered a revolutionary project and as such was challenged by Joseph Lewis, president of the Freethinkers Society of America. Mr. Lewis, who was to pursue the issue for a quarter of a century, held that the program violated the principle of separation of church and state. The Court of Appeals dismissed the action in 1927, saying that neither the Constitution nor state law discriminates against religion as long as it is in its rightful place outside the school.

In 1940 the State Legislature established released-time programs despite scattered opposition. Little more was heard about it in the courts until 1948, when the United States Supreme Court ruled that the use of school buildings for released-time religious instruction was unconstitutional. The action had been brought by Mrs. Vashti McCollum of Champaign, Ill., who also had brought up the church and state separation issue.

Four months later Mr. Lewis, encouraged by this decision, was back in the picture with another action against released time. The Court of Appeals in New York ruled three years later that there was no parallel between the New York and Illinois cases. In Illinois the instruction was inside the school while in New York it was outside.

At about the same time, the Board of Regents, which controls all public education in the state, stirred up a hornet's nest by recommending that every school day begin with a prayer. It suggested:

"Almighty God, we acknowledge our dependence upon Thee and we beg Thy blessings upon us, our parents, our teachers and our country."

This created a storm of protest from one end of the state to the other. As it was only a recommendation and not a mandate it did not become binding on the school districts. An unofficial count made a year later showed only 300 of the 3,000 districts following the suggestion.

New York City resolved the problem in 1953 after much bitterness, by having students recite the fourth stanza of "America" at the start of each day. This was considered a compromise.

In 1952 Lewis A. Wilson, then State Education Commissioner, handled two sticky problems that dealt with religion. In one that originated at Somers, Westchester County, he banned religious baccalaureate services in public school buildings "as they constitute teaching of a religious tenet." In the other he refused to prohibit religious plays and pageants such as those held at Christmas and Hannukah. He added that "this is a religious nation" and noted that the law against using public buildings for religious instruction "does not indicate a hostility to religion."

Code for City Schools

One of the most spirited controversies started in 1955 when the New York City Board of Education attempted to introduce a Moral and Spiritual Values Code into the curriculum. It had been suggested by the Board of Regents back in 1951 but was not acted upon until 1953, when representatives of the three major faiths started to work on a draft. When the first draft appeared it was snowed under with protests from those who saw religion being introduced into the schools.

A revised version, finally adopted on Oct. 4, 1956, did not satisfy everyone but it was generally accepted. There was still objection to such passages as "the concept of infinity cannot do other than lead to humbleness before God's handiwork" and pupils should be "deeply conscious of the religious underpinning of our moral and spiritual ideals, our Western culture and our American democracy."

Classroom Paring Of $8.1 Million Hit By Tobriner and Member of Group

Times Sun. 6-23-57

By Elsie Carper

Staff Reporter

Washington Bur.

The decision by the Public Works Review Committee to save money at the cost of the size of elementary school classrooms drew fire yesterday from a member of the school board and a member of the committee.

School Board Member Walter N. Tobriner charged the Committee with "sabotaging the most important aspect of the school program for next year."

Mrs. David L. Bazelon, a member of the Works Committee, said that small classrooms are essential if the city is going to keep its "moral and legal obligation to give a decent education."

Tobriner added that the "lay committee" which recommended revision of the school construction program and cut requests for new elementary schools by $8.1 million was "not competent" to pass on the size of elementary school classrooms.

The Committee, in its overall review of the city's public works program, said elementary school construction should be geared to a 32-1 pupil-teacher ratio instead of the 30-1 standard set by the School Board.

Mrs. Bazelon said that she had dissented from the committee's action. A member of the Subcommittee that dealt with welfare and correctional institutions, she said that cuts in the welfare program would not be so painful had the schools received the money they need.

"In welfare," she said, you get "the backwash of neglect in schools. Teachers must have smaller classes and have more time for individual children to prevent future human suffering and breakdown.

"What the schools are able to do is the only hope for the moral and economic growth of the city," she said.

Tobriner declared that the Committee's action will have "very serious effect on our ability to get more teachers from Congress."

He pointed out that Congress already has shown "inclinations" toward not giving school officials teachers they need.

Two years ago the Board of Education revised its standard for elementary school class sizes from 36 to 30 and embarked on a three-year program of putting the new standard into effect.

This year when school officials went before Congress for funds the average was 34.6 elementary pupils for each teacher.

Herald Trib. 7-1-6

They asked for 212 additional elementary teachers to bring the ratio to 32 to 1 as the second phase of the three-year program. Instead they received 143 teachers which will provide a ratio of 33 to 1.

Tobriner said he understood the Committee had not consulted members of the school board, school officials, or any educational experts in setting up classroom size. He added that none of the members even has children in the schools.

Educational authorities are unanimous in feeling that elementary school children are cheated when classes are large, he said.

By setting classroom size at 32 to 1, the Committee cut out of the public works program four new schools and five proposed school additions. Also trimmed was the size of three buildings and four additions for a total savings in school construction of $8.1 million. The group recommended a 6-year, $54.4 million construction program.

At the District Building it was learned that school officials may have a chance to revise the figure upward. Public hearings probably will be held, after which the program will be turned over to another citizens' group to "sell" the program to Congress as was done in the 1954 public works program.

The Works Committee said other cities are getting by with classes larger than 30 and pointed out that the median classroom size was 32.4 pupils in 1956-57 for the country's 18 largest cities.

"Why should we be bound by the median in other cities and why should we gear a forward looking program to a ratio we know to be improper?" Tobriner demanded.

The School Board member said he had no objection to another Committee proposal—housing school administration officials in the planned West Wing of the Municipal Center.

Many More Are Ready

Courier Sat. 6-22-57 P. 9

Around 10,000 of our young men and women were graduated from colleges and universities this month, and it is heartening to note that many more than ever before are ready to accept positions in American industry, business and science at a time when the demand far outstrips the supply.

Pittsburgh Pa.

Where once the overwhelming majority prepared to be teachers, physicians, dentists, clergymen and social workers, we find an appreciably increasing number trained to occupy technical and administrative positions in American production, distribution and exchange.

This makes for a better balance in employment and introduces more qualified Negroes into the fundamentals that make and have made America great.

It is the best example of racial desegregation that we know.

Mother Upheld in Right To Tutor Child at Home

Herald-Tribune Thurs. 5-30-57

New York

By The United Press

CALIFORNIA, Mo., May 29.—A judge today gave a mother the right to tutor her seven-year-old daughter at home in the first test of this state's compulsory school attendance law.

The decision climaxed a year-long legal battle waged by Mrs. Mary Schoenheit after she was prosecuted for failing to register her daughter, Mary, in the school district here. The mother charged that public schools turned out "trained seals."

Circuit Court Judge William M. Kimberlin ruled that the private tutoring given Mary by her mother, a former music teacher, was "substantially equivalent" to that she would have received in a public school. He emphasized, however, that his decision applied only to the Schoenheit case.

"I'm thrilled to death," said Mrs. Schoenheit at her home in Centertown, Mo. "I am very proud of my home state for going on record in recognition of rights of parents."

The decision by Judge Kimberlin reversed a Magistrate Court ruling. Mrs. Schoenheit once spent two hours in jail for defying the lower court verdict.

The California school system has ten days in which to appeal. The statute in question provides that children between the age of seven and fourteen must attend school or receive "substantially equivalent" instruction at home.

Others May Do It

The ruling apparently meant that Mrs. Schoenheit could continue to tutor her child at home so long as she receives the substantial equivalent of public school instruction. The verdict also could mean that other parents will take advantage of the loophole in the law if they are dissatisfied with the instruction in public schools.

Mrs. Schoenheit had charged that public schools were harmful for her "exceptionally talented daughter because they repress individual effort and stress conformity." Judge Kimberlin said evidence indicated that the girl has an intelligence quotient "substantially above average."

U. S. Will Be Short 150,000 Teachers When Schools Open

News & Courier P. 2-a Tues. 7-2-57

Charleston S.C.

PHILADELPHIA, July 1 (AP)—The president of the National Education Assn. estimated today the nation will be short at least 150,000 teachers when school opens next fall.

Martha Shull, Portland, Ore., cited an NEA report showing the schools lacked 120,000 teachers last fall according to NEA standards of 25 pupils per high school teacher and 30 per elementary teacher.

"This will be far worse next fall," she told a news conference. "I'm just guessing how much worse, but I'd say at least 150,000."

Miss Shull noted that the percentage of college graduates qualifying as school teachers has increased since 1950 but said there is still a shortage and that it is made worse because "new teachers frequently are not located in areas where vacancies exist."

"On the other hand," she said, "I keep hearing about a teacher in Wyoming who has only three pupils. This is extreme, but there is bad teacher-pupil distribution in many places in this direction, too."

Miss Shull said federal school construction aid is necessary to put schools on a par basis with sewers, airports, highways and other kinds of state and local projects.

She said the tendency for states and local governments is to put their money into federally aided projects because under these programs they have to spend only part of a dollar for every dollar's worth of construction, the federal government supplying the rest.

"If the budget cutters defeat or postpone federal aid for school construction," she said, "any good effect of reduced taxes would be shortlived. It would be an irreparable sacrifice of the educational equipment of youth now in the public schools."

Legislation now before Congress calls for 1½ billion dollars in federal funds to be allotted to states over three years, the states to match this money on a formula involving school age population and per capita income.

'School Marm' Finds Some Are 'Stinkers'

PHILADELPHIA, July 1 (AP)—The nation's No. 1 "school marm" thinks "most high school kids are wonderful—but a few are stinkers."

Martha Shull, president of the National Education Assn. told a news conference today this is one of the reasons more high school students don't plan to go into teaching.

"I've often had my students tell me 'I couldn't put up with what you have to put up with from those kids,' " she said.

Miss Shull teaches English at Jefferson High School, Portland, Ore. The NEA is meeting here.

TEACHERS EASE BOYCOTT OF EXTRA SERVICE

Daily Tribune Chicago Ill. June 20-57 P. 13

New York, June 19 [Special]—A large scale program of extracurricular activities is again functioning in the city high schools.

Three major teacher organizations are still committed to a boycott of voluntary after school activities, but teachers are performing these services—altho often under protest.

A "get tough" policy by school officials, a new system of paying teachers for some after school duties, and a change in the attitude of some instructors are largely responsible for the improvement.

Differ from Year Ago

This has been brought out in a spot check at seven of the city's 55 high schools and confirmed in interviews with school officials and teacher and parent representatives. The findings are in marked contrast to those disclosed by a similar survey a year ago. At that time it was found that that extracurricular activities had been drastically curtailed.

The high school teachers' boycott, which this month entered its fourth year, is apparently no longer an effective protest. However, it has left scars that may require years to heal. During the three years in which the boycott was effective, a whole class of students passed thru high schools with little if any opportunity for extracurricular experiences.

Teacher Morale Low

The teachers who invoked the boycott because of salary discontent are still unhappy. Many principals queried in the spot check said that teacher morale was low. Even many of the teachers being paid for after school activities are not happy in performing these services.

The three organizations backing the boycott are the High School Teachers association, the New York Teachers guild, and the New York Teachers union.

The principals generally expressed sympathy with the salary demands of the teachers. Several said that the present practice of paying elementary and high school teachers similar salary rates was unfair. They also added that as administrators they had the responsibility of making sure that their schools had a full extracurricular program.

Credit to Teachers

The directive issued last June by Dr. William Jansen, superintendent of schools, emphasized this responsibility of principals. Dr. Jansen said that much of the credit for the resumption of activities should go to the teachers.

"It is in the bones of teachers to do right by children," he asserted, "or else they would never be teachers. I think they see how important these activities are to the children and want to provide them."

The system of extracurricular payments, started in February, also has been a big factor, according to the principals. The teacher in charge of activities, such as a school newspaper, senior yearbook or concert, not gets $8.75 for each after school session. The teacher assisting in such activities received $6.25 a session.

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'Terrific Challenge' Is Met

Post + Times Herald

Schools Ordered to Stress Three Rs In Curricula Here, P-TA Parley Told

Wed. 5-15-57 Washington, D.C. P.1

By Jeanne Rogers
Staff Reporter

District parents were told yesterday that the school system is "under orders" to teach more reading, writing and arithmetic.

They also were told that school officials are doing a "man-sized" job to build a better bridge between grade school, junior high and high school.

They were told that achievement of students—on all levels of the schools—is better today than it was last year.

These statements were made by department heads in District schools at the opening business session of the 44th annual convention of the District Congress of Parents and Teachers.

Edith Lyons, head of city elementary schools, said: "We all were presented with a terrific challenge . . . to improve the caliber of education offered in the classrooms . . . this meant renewed stress on the basic courses—or fundamentals."

Miss Lyons referred to results of the first city-wide achievement tests given here shortly after the start of integration three years ago. "The results didn't look too good for the welfare of your children," she said.

But, Miss Lyons added, "we, the teachers, didn't excuse ourselves . . . we began to bear down on the basic things . . . we had city-wide supervision of classes and more intensive in-service training of teachers."

Assistant Superintendent Lawson J. Cantrell, in charge of junior highs, told the parents that the school system must think of both the "development of the whole child"—or social adjustment—and the teaching of skills.

"It's like the front wheels of a car," Cantrell said, "you take off either one and the auto will not follow a straight road."

Carl F. Hansen, head of city high schools, told parents the schools "have a responsibility to do something more for the average child."

Hansen, author of the four-track plan of course offerings, said he believed this program would help individuals excel in school, on their own particular level. The plan offers courses for the briliant student, the average and the dull.

The P-TA Congress today will elect officers and vote on resolutions.

D.A.R. For Religion in Education

Herald Tribune Sat. 4-20-57 New York

See It as Way To Fight Communism

WASHINGTON, Apr. 19 (AP).—The Daughters of the American Revolution ended their sixty-sixth Continental Congress today by reaffirming their faith in God as the only way to safeguard the nation against communism.

The delegates applauded a recommendation by Miss Kathryn Diggs of the District of Columbia, who urged the Daughters to "go out to the schools" to "try to put religious training back in basic education."

The Daughters earlier approved a resolution which pledged their efforts toward "renewed spiritual emphasis in all phases of life." It restated the D. A. R.'s "faith in Divine Providence as the only enduring means of safeguarding the nation" against communism.

New Officers Installed

Miss Diggs, a high school teacher, said "there is an element" in America which is "trying to destroy religion." She declined to say where she taught but said her school as well as a number of others hold no daily Lord's Prayer or Bible reading.

At their closing session, the Daughters installed seven new vice-presidents general elected in balloting yesterday. They wound up their convention activities at a dinner tonight.

The session was marked by the independent flavor struck yesterday when a surprising number of delegates dissented to proposed resolutions. The Daughters applauded and overwhelmingly approved a resolution submitted from the floor on water conservation instead of the resolutions committee's proposal.

Hit Holiday Shift

The proposal adopted called for a "vigorous program" of action "at every level of government" to conserve the nation's water supply. It said almost every community "is faced or threatened with the two-fold problem of adequate water supply and deteriorating quality resulting from pollution."

The Daughters also approved a resolution "vigorously protesting" shifting observance of traditional holidays to Mondays. It said bills pending in Congress to move Washington's Birthday and other holidays to Mondays to permit longer week ends were "downgrading of our great national heroes and occasions."

The Nation's Greatest Wealth

Daily World Sat. 4-27-57

Three of the nation's top leaders, including the President of the United States, have joined in urging the country's young people to stay in school and graduate. Atlanta Ga.

"I urge every boy and girl," said President Eisenhower," to continue as students in school until they have developed their God-given capacities to the full. Only in this way can they hope to make their finest contributions to the strength of the nation and reach the fulfillment of their own life purposes." P.6

The President was strongly supported in his statement by Secretary of Health, Education and Welfare, Marion B. Folsom and Labor Secretary James P. Mitchell.

It is not difficult for one to realize that the wealth of a nation lies in its young people; for they so plainly represent that vast reservoir of skills and vision so vital to a nation's continuous growth and strength. Such would be of little use without the basic elements of training, all the way from the home, through the schools and institutions of higher learning. There is no other recourse. Education stands at the top of the list. One cannot man the machines, so necessary to keep the nation's productive capacity at a safe level without training. We no longer merely feed ourselves. We must produce enough goods and services to help the whole free world. We must help to feed and shelter other nations so that we might continue to be free ourselves.

In a society, so complex, the necessary skills are constantly in demand in more ways than one.

First, there must be a sense of moral values, fair play and competition that come only with education.

Second there must be a deep sense of spiritual evaluation, based on the concept of human values that will help us to sense more adequately, the proper use of our skills.

Advice of this nature, from the top leaders of the nation, could not have been more adequately timed. The street corners should be cleared of young people, and our schools and institutions should be filled. The greatest waste facing us is not farm parity, or dollars to be sent abroad, but the vast reserve of youngsters drifting along without education. Within them lies the nation's greatest natural resource.

Teacher, Police Retiring Bills Pass Committee

Post + Times Herald P.1-B Wed. 5-15-57 Washington, D.C.

By Elsie Carper
Staff Reporter

Bills substantially increasing retirement benefits for District school teachers, police and firemen were approved yesterday by the Senate District Committee.

The bills wer among 14 Dis- mittee approved and sent to trict measures which the Com- the Senate for action.

The only legislative hurdle left for the teachers' bill is Senate approval. The House approved the new retirement program Monday.

Retroactive to last Oct. 1, the new plan increases annuities for retired teachers and adds to survivors' benefits.

The revised plan for police and firemen has cleared a House subcommittee and is scheduled for early action before the full committee. Members of the District police force, fire department, Secret Service and White House and Park Police would be permitted retirement at ago of 50 with 20 years of service.

Can Elect To Stay

The present requirement is 25 years service for retirement at age 55. Employes who elect to work longer than the 20 years would get additional benefits under the bill. Annuities are figured at the rate of 2% for the first 20 years and 3% for additional years making it possible for a policeman or fireman to retire after 30 years of service at 70% of pay. The present maximum is 50%.

The Committee also approved three bills requested by the Board of Education, one to permit District Court Judges, who appoint School Board members, to also remove them for cause. A similar bill has been approved by the House.

The second measure grants authority to the District Teachers College to grant graduate degrees. A third school bill gives the Superintendent of Schools and the Board of Education more flexibility in taking the school census.

Three Properties Exempt

The Committee approved the request of three organizations for exemption from District real estate taxes. They are the Colored Women's Clubs, 1601 R st. nw. ;the American Historical Association, 400 A st. se., and the National Trust for Historic Preservation, which sought tax exemption for Decatur House at 748 Jackson place nw.

Sales tax exemptions for materials used to build war memorials on Federal property was approved for the Society of the First Division, the Second Division Association and the Society of the Tihrd Division.

Other actions approved by the Committee would:

- Name the east span of the 14th st. highway bridge the Rochambeau Bridge in honor of the French general of the Revolution.
- Permit Lorton Reformatory to sell replicas of historical gun mountings and carriages made by prisoners to states for use on historic sites and in museums.
- Reduce registration fees for 2-wheeled trailers and provide a special license fee of $5 for antique automobiles manufactured prior to 1930 and used for display purposes.
- Limit the penalty against

owners of substandard buildings who fail to pay the District for the balance of the building after condemnation.

• Supervise the process of making legitimate a child born out of wedlock whose parents have subsequently married.

EDUCATION IN REVIEW

Times New York
Sun. 5-19-37

Two Factions in Field of Higher Education Meet to Resolve Old Differences

P. 13

By GENE CURRIVAN

A smoldering feud that has started a sort of emotional civil war between two factions in the field of higher learning has been brought out into the open after years of intramural pot shots.

The opposing sides, known as the "educationists" and the "liberal artists," have been attacking each other in the learned journals or within campus walls for a long time, but the sounds of battle remained confined. It was like a family quarrel that outsiders were not supposed to know about.

The educationists are those who represent the teachers' colleges and schools of education. The liberal artists represent the academicians from the liberal arts colleges.

The teacher-training faction has charged the opposition with discouraging potential teachers and failing to provide adequately for them in their curriculums. The academicians, on the other hand, have said that the opposing camp turns out a product with more technical skill than cultural background. But now there appears to be a truce.

This was brought about as the result of a two-day meeting held at the Princeton Inn under the sponsorship of the American Council on Education. Under a grant from the Carnegie Corporation, the Council brought together a national cross-section of the contestants.

Participants included liberal arts and education school deans, high school teachers and state directors of certification.

Meeting of Minds

As a result of this conference there appears to be an unexpected meeting of minds. The two sides have agreed to continue the discussions in a series of regional meetings to be arranged over the country.

The battle had been waged quietly and with some dignity but with little progress until the American Council on Education moved into the picture. The Princeton meeting was the first time that the battle actually had been joined.

This conference was held last fall but the secret was so well kept that it was not until last week that outsiders were made aware of it.

The first inkling that such a meeting was held was disclosed by the Carnegie Corporation in its quarterly report. The discussion at the meeting, under the direction of the American Council's "Council of Cooperation in Teacher Education," comprised 300 pages in verbatim records.

Dr. Francis Keppel, dean of the Graduate School of Education, Harvard University, who was chairman of the meeting, said there was considerable give and take, with the result that much of the current misunderstanding has been cleared away.

Conference Consensus

He said that while there were many barriers yet to be cleared, the outlook was promising.

Many of the liberal artists admitted that some of their number had been known to discourage students who have teaching careers in mind. They also conceded that graduate schools of arts and science should offer more suitable courses for teachers.

Concessions were made by the educationists that many courses in education leave much to be desired, that there is unnecessary duplication and that many education department faculties are not equipped to teach the variety of courses required.

The genesis of the feud goes back to the turn of the century. It was about that time that the liberal arts faction began to lose influence over the high-school curriculum and the educationists started to take over.

Before then the college teachers had something to say about secondary-school programs. Since many high-school students planned to go on to college and the technical aspects of education were not as prominent as they are today, this was considered normal.

Dr. Keppel explained the situation this way:

"As the high schools expanded, a smaller percentage of the students were capable of, or interested in future education. The curriculum became subject to other, more local influences. Teachers in the schools came to have fewer official and personal connections with their colleagues in the colleges.

"Emphasis on vocational education helped to build between the two groups of educators a barrier of social class which many teachers found hard to scale. In time the colleges came to have influence only in the college preparatory aspect of the curriculum, and even this influence tended to weaken as the years went by."

Divided Ranks

Dr. Keppel said that by allowing a sharp separation between college and school personnel "the entire group of educators has permitted division in their own ranks to weaken their total influence."

He noted that the teachers' colleges and the schools of education are identified as being on the side of the schools and not the colleges.

The result has been that the educationists exert the major influence over what is taught in the secondary schools and consequently mold the teachers for the job, while the liberal artists have been delegated to the sidelines, where they brood and criticize.

When the two groups were brought together at Princeton each side thought, according to Dr. Keppel, that their views were so radically different there would be little common ground. But after they started talking things over it was discovered there was a substantial area of agreement.

It is now hoped that in the planned regional meetings throughout the country this same degree of understanding can be reached and translated into action by the schools.

Areas of Agreement

Among the areas of agreement were:

(1) Responsibility for the preparation of high-school teachers should be shared by many types of institutions and not be the prerogative of any one type of school, college or university.

(2) Liberal artists should be encouraged to join with educationists in working with teacher-licensing authorities.

(3) All high-school teachers should have a strong background in the humanities, social sciences and natural sciences.

(4) Teacher-training programs should include study in philosophy, history and sociology as they relate to education.

(5) Special efforts should be made to interest undergraduates in teaching careers. (This point was particularly significant as it was admitted generally that some members of college faculties tend to discourage secondary-school teaching as a career.)

(6) Graduate schools need to review their offerings to assure that appropriate courses in the subjects taught in the high schools are made available to teachers.

(7) Courses in education are held in low repute because of duplication of material, one-man departments with the one man teaching a variety of courses, and a shortage of qualified teachers.

After both sides agreed that these weaknesses exist, they proposed to correct them and also recommended regional conferences involving high-school teachers and administrators, state directors of teacher education and certification; faculty members and representatives of learned societies and professional organizations of teachers.

They urged that special arrangements be made for present members of college faculties in fields other than education to prepare themselves to offer instruction in those aspects of education most appropriate to their specialty.

Another proposal was that wide-scale development of collaboration be arranged among teachers in high schools and colleges on local and national bases.

While this program is not intended to be a panacea for the factional feuding, it is considered a long stride forward. The mere fact that concessions were made on both sides is encouraging.

Facts in Your Life

Post & Times Herald
Sun. 1-28-37
P. 19-2

Higher Education Makes More Dollars—and Sense

Washington D.C.

By Arch A. Mercey

MORE THAN 41.5 million students are entering schools this fall of whom 3.2 million will be in colleges and universities, according to estimates from the United States Office of Education.

How many young people are dropping out of high school and college or are declining to continue their education, no one knows, although the experts say the figure is a sizable one.

These dropouts might have serious second thoughts on their schooling if they were aware of the money value of an education.

Two experts in this problem, in a paper before the American Sociological Society, have given estimates on the monetary value of an education based on Census Bureau data.

AS THE CHART indicates, the dollar value of an education climbs sharply with the increase in years of schooling.

A high school education is worth almost $50,000 more than a grade school education in lifetime earnings.

And, according to Paul Glick and H. P. Miller, the experts who analyzed this problem, a college education is worth well over $100,000 more than a high school education and $152,000 more in earnings than an elementary education.

IN A PERIOD of prosperity and high production, many well-paying jobs are offered young people who find it difficult to resist having their own funds. While these offers appear attractive, the appeal is really a short-term one viewed from a realization of the lifetime value of a good education.

Showing the dollars and cents value of an education is perhaps the way of convincing young people that in the long run education pays—and pays well, especially if a college education is attainable, and well worth the sacrifices and hard work involved in the achievement.

14 1957

Keeping The Channels Open

Journal & Guide

SOME significant things have happened in North Carolina within the past few weeks.

In January, Rocky Mount placed a colored man on its school board. In March, United States Senator and former GOVERNOR W. KERR SCOTT addressed a county-wide colored farm-group, and GOVERNOR HODGES sent the group a cordial letter of congratulation upon their achievements as farmers, and their contribution toward making their county the "Farm County of the Year."

On April 4th GOVERNOR HODGES reappointed DR. HAROLD L. TRIGG to succeed himself as a member of the State Board of Education. DR. TRIGG was appointed originally by GOVERNOR SCOTT, now United States Senator.

Why do we mention these things? Because there is a great hue and cry in the South that on account of the school issue there are now no channels of communication open between white and colored people. The white "extremists" on one side, it is said, and the Negro "extremists" on the other side, have closed the doors to conference and mutual consideration of the issue.

* * *

Except in North Carolina the doors were closed by State and local officialdom. Both GOVERNOR HODGES and SENATOR SCOTT, must be put down as "men of good-will," despite the fact that they both declare quite frankly and publicly that they are opposed to the Supreme Court's interpretation of the Constitution. They obviously recognize, nevertheless, that public officials have great power, and that they should not use this power to completely suppress the will, nor to ignore the existence of the rights of the minority in any question involving their official duties.

* * *

Take a look at the same picture in Virginia. We will recite one recent instance of the closing of a door by State officialdom. It concerns the present status of a statewide organization that for forty-five years had eschewed politics and had devoted its personnel and means toward improving rural life among Ngroes by teaching them to help themselves.

The Negro Organization Society was formed by such men as DR BOOKER T. WASHINGTON, DR. ROBERT R. MOTON, DR. JOHN M. GANDY, MAJOR ALLEN WASHINGTON and MAJOR WALTER R. BROWN, all distinguished Virginians.

The Society has never deviated from its goal: Better Homes, Better Health, Better Farms and Better Schools. Its field men showed many a farmer how to remodel or modernize his home; it worked with local health authorities on matters of sanitation and health, and raised funds to purchase the 1,000-acre site on which Piedmont TB Sanatorium is located. It contributed largely to the construction of the first and second pavilion, and financed some of its urgent needs. Working with farm agents and local farmers it showed many farmers how to improve their land and their crops; working with the JULIUS ROSENWALD Fund it assisted colored citizens in raising their share of the money to pay for the construction of 381 rural public schools in Virginia, under the ROSENWALD PLAN.

For several years the State had been giving the Society $20,000 each biennium to help pay for the services of field agents and other phases of its activities.

When this item came up in the budget the last time it was stricken out. With his blue pencil our Governor blew up the bridges leading to better living that the Society had erected over a period of forty-five years. He closed the door, and politely declined to see a committee that wanted to ask him to restore the State's assistance.

Attention Of Negro Schools!

Informer Sat. 5-4-57 P. 12

The following is quoted from "The Wachovia," house magazine of Wachovia Bank and Trust Company, statewide North Carolina bank with nearly a half billion dollars in resources, and said to be the largest bank between Washington, D C and Atlanta, Ga: Houston, Texas

"North Carolina business executives are going back to school. Through the Executive Program of the University of North Carolina they are learning modern management methods.

"And through non-profit Management Development, Inc, which graduates of the Program have organized, they are carrying back to their home communities some of the benefits of this specialized executive training.

"Instruction during each six-month term at Chapel Hill includes participation in discussions led by experts in the fields of general management, managerial accounting, business economics, government and business, labor relations and other related subjects. Directing the Program is Dr Willard J Graham, Professor in the University's School of Business Administration."

The president of Management Development, Inc is one of the senior vice presidents and head of the Greensboro office of Wachovia Bank and Trust Company. This close tie and relationship between the intelligence and ideals of the state university with the practical necessities of business life in the community is bound to produce a higher type and a more effective kind of business management than would otherwise be possible.

Why is it that Negro colleges and universities cannot have such a tie and relationship with leaders in business and other community affairs in the Negro community? Unquestionably, the chief reason is that the people who head our schools do not have any such vision or point of view or know-how. It is equally certain that our problems are much more difficult than they would be if there could be applied to to them this type of cooperative leadership between school and community. The nearest we have to this is in the co-operative extension program in agriculture and home-making in rural areas.

Study Explodes Teacher Myths

Post & Times Herald P 15-A
Washington, D.C.
Wed. 4-3-57

By Jeanne Rogers
Staff Reporter

The average American teacher says "I like teaching . . . but . . ."

• It's rough trying to get by on an average salary of $3932 a year.

• Seventy-three per cent of them (1,100,000 public school classroom teachers), have to supplement salaries with a hodge-podge of outside jobs, ranging from farming to selling insurance.

• more than half of them are in debt, to the average tune of $700.

These are some of the findings gleamed by the National Education Association from a year-long survey—the first ever made — of the professional, economic and social life of the American teacher.

According to William G. Carr, executive secretary of NEA, the study explodes a "number of myths and stereotypes" about teachers.

For instance, the average school teacher is not an old maid.

She is married, 45 years old, and usually has a child of her own. Her total teaching experience is 15.4 years.

If she could go back to college days and start over, she again would become a teacher.

One-fourth of all the teachers are men. In the age bracket of 26 to 35, men outnumber women. Most the men are married (82.7 per cent and have one or two children. Average age is 35.4 years.

Teachers are better educated than they were 25 years ago. There are now more teachers with master's degrees (24 per cent) than there are with no college degrees (22 per cent.)

The teacher votes conscientiously, 86 per cent voted in the last presidential election. This is one-third higher than the national voting record for 1952.

The typical teacher devotes 11.3 hours a week to school duties above the regular 9 a. m. to 3 p. m. school day.

Teachers who room and board are a rarity today. The study shows that 83.8 per cent own their own homes while 9.8 per cent are living with parents and other relatives.

One-third of the total teaching supply comes from farm families. The rest come from families of managerial or "white collar" workers.

More than 50 per cent of the 5600 teachers returning the lengthy questionnaires, said they feel a "lack of strength" in handling situations created by classes mixed with slow and brilliant children.

Overcrowding in many public schools was shown in the finding that the average grade school teacher has 31 pupils in her class in urban schools. Thirty per cent of the teachers said they had from 30 to 34 pupils; 20 per cent had 35 to 39 pupils, and 10 per cent had 40 or more youngsters.

The teachers were asked to comment on their profession. While many replies were bitter against low pay, others praised the field.

As one fourth grade teacher put it: "Teaching is the most

consistently interesting, demanding and rewarding occupation I can imagine. It is a constant stimulus toward one's personal alertness and therefore to the richness of his life. As I look about me, there is no other job, no matter how much less tiring or better paying, for which I would exchange my present one."

Early Starters Excel in College

Post & Times Herald P. 18-a
Mon. 5-6-57
Washington D.C.

By Joanne Rogers

Bright students can by-pass one or two semesters of high school and still make the grade in college.

That was the finding of the Fund for the Advancement of Education in an experiment which began in the fall of 1951.

At that time, 12 American colleges and universities opened their doors to 420 freshmen who were roughly two years younger than the average "frosh," only a few of whom had finished high school. Most were 16-17 years old.

"Lock-Step" Broken

The Fund, now merged in its parent Ford Foundation, set out to determine the wisdom of allowing carefully selected students of high academic promise to break what it called the "educational lock-step" and complete their schooling at their own best pace.

By the lock-step, the fund meant that march through 12 years of secondary schools and four years of college.

Results to date of the Early Admission Program are promising, the Fund states in an interim report. College administrators state the able student can keep up with his chronological peers. In most cases, he surpasses, the study shows.

Freed From Boredom

Said the report: "There is some evidence that in many cases early admission to college freed scholars from the boredom and frustration of an unchallenging high school environment, gave them new intellectual momentum, and enhanced their social and emotional maturation."

Colleges should not be "overprotective in the handling" of early-admission students, the study found, because these young people "can adjust."

The laboratory of the experiment has been conducted in a diverse group of schools, ranging in size from Wisconsin University (17,800) to Shimer College, Mt. Carroll, Ill. (150).

Three of the participating institutions, Chicago, Louisville and Shimer, had done previous experimenting with admission of young students who had not finished high school. The policy of early admission was new for the remaining nine institutions.

Those were Columbia, Fisk, Goucher, Lafayette, Morehouse, Oberlin, Utah and Yale.

Nixon Proposes Income Tax Credit Be Given for College-Education Costs

Post & Times Herald Washington D.C.
Sun. 5-12-57

GREENCASTLE, Ind., May 11 (AP)—Vice President Richard M. Nixon proposed today that "serious consideration" be given to making tuition and other fees paid to colleges deductible for income tax purposes.

Nixon, speaking at a business and industry day luncheon at De Paul University, said corporations and other business enterprises have a stake in maintaining privately endowed institutions of higher learning.

"As long as we have strong privately supported colleges and universities as well as state institutions, we will not run the risk of government domination and control which might develop if higher education was completely dependent upon the state and Federal governments," Nixon said.

But he said that it "is becoming increasingly difficult," to support private universities. He said direct Federal aid to such institutions "is both unlikely and in many respects undesirable."

Private Gifts Decline

"There is always the risk that such aid could impair the independent integrity which is so essential for a private institution to maintain," he continued.

"Contributions from individuals are increasingly difficult to obtain because of high income tax rates. I believe that when the fiscal situation of the Federal Government is such that we can afford a reduction in taxes we should give the most serious consideration to provisions which would encourage such contributions, as well as to various plans which have been suggested for allowing tuitions and fees of both public and private institutions to be treated as tax deductions."

Nixon said a major new source of endowment income for private institutions "must come from corporations and other business enterprises who are competing today for the graduates the colleges are producing. Such contributions should be considered just as important an item of business expense as an investment in basic research."

Comparison With Russia

Nixon said Russia has embarked on a higher education program that "is frightening both in its basic philosophy and its size," and he added:

"As evidence of the extent of their efforts, it is estimated that 60 per cent of the Soviet college graduates each year are in the natural and physical science fields, as compared with approximately 13 per cent in the United States. In actual numbers, 53,000 scientific and technical students were graduated in the Soviet Union in 1956, while there were only 38,000 in the United States."

Nixon deplored low teacher pay. He said the average salary of all teachers in private colleges and universities is $4700 a year. He compared this with $5500 as the annual average pay of all industrial workers in Flint, Mich.

U. S. Colleges Raise Output Of Teachers

Post & Times Herald
Washington D.C.
Thurs. 4-18-57

The number of college graduates qualifying as teachers is still on the upswing, the National Education Association announced yesterday.

The NEA, in its annual report on teacher supply and demand, estimated this year's teacher graduates at 107,452, some 10 per cent more than were graduated in 1956. The 97,586 graduated in 1956 were about 10 per cent more than the previous year.

A summary of the report, published in the NEA's Journal of Teacher Education, showed that the District went against the national trend with only 289 college seniors completing teaching certificate requirements compared to 362 in 1956. In Maryland, the 1957 figure was 1156 compared to 917 in 1956, and in Virginia, 1631 for 1957 and 1572 for 1956.

The NEA hailed the fact that more men are entering the teaching profession but warned that, since men usually seek high school positions, the supply of teachers may be thrown out of balance, with elementary schools not getting their share.

Association officials urged that colleges attempt to steer more men into elementary teaching.

As in previous years, the NEA said, there is a heavy imbalance among high school teaching fields. Scarcity of science and mathematics teachers again is particularly noticeable.

One encouraging trend reported in the survey was that more of the nearly 750,000 elementary teachers hold college degrees than ever before. The number this year is nearly 70 per cent. Fewer than half were college graduates eight years ago.

House Votes To Increase Benefits for Teachers

Post & Times Herald
Tues. 5-14-57
Washington D.C.
P. 12

Retirement Fund Boosted by Bill; Senate Committee Due to Act Today

The House yesterday approved a bill liberalizing the retirement program of District Teachers and giving benefits in line with those granted civil service employes.

The measure, which will be retroactive to last Oct. 1, was approved without opposition. The same bill now is pending before the Senate District Committee after having received favorable consideration by a subcommittee. The full Committee is expected to vote on the proposal at 2 p. m. today.

While substantially increasing the amount of the teacher's retirement, the bill also improves benefits for survivors. It will cost the District an estimated $867,000 above the present annual retirement contribution of $2.6 million. Teachers will raise their contributions from 6 per cent of annual salary to 6½ per cent.

The House also voted a salary increase of $625 a year to Inspector Charles Benter, Director of the Metropolitan Police Band.

If the Senate enacts the bill his salary would be raised from $6460 to $7085 a year. In asking for approval of the pay raise, Rep. John L. McMillan (D-S. C.), chairman of the House District Committee, said that Benter, who organized the band in 1943, served as its director for the first five years without compensation. Benter is a retired Navy officer and formerly led the Navy Band.

14 1957

Urge Youths To Stay In School

Defender Sat 4-27-57

Chicago Ill.

A nationwide campaign to urge teen-agers to stay in high school and graduate was launched this week by the Department of Labor and the Department of Health, Education and Welfare with the cooperation of the Defense department.

P 5

President Eisenhower added his voice to those of Labor Secretary James P. Mitchell and Secretary of Health, Education and Welfare Marion B. Folsom in pointing out to youth the increasing value of a high school education to the individual and the Nation.

"I urge every boy and girl in the U. S.," said the President, "to continue as students in school until they have developed their God-given capacities to the full. Only in this way can they hope to make their finest contributions to the strength of the Nation and reach the fulfillment of their own life purposes."

SEES DEMAND

Secretary Mitchell declared that high school graduates will be in growing demand in years to come as business and industry adopt new machines and processes which require workers with a high degree of skill.

"America's complex and growing industry," Secretary Mitchell said, "demands alert, creative, imaginative young men and women who can take their places in an age of specialists. Such workers, educated in the high school classroom, are our Nation's greatest wealth and most critical need."

A high school education is important to a young person no matter what career he plans to pursue, Secretary Mitchell said. He pointed out that "a skilled factory worker and a highly trained professional man, such as an engineer or physician, need different amounts of education, but both need the same basic education."

BENEFITS OF TRAINING

"A high school diploma," Secretary Mitchell declared, "is fast becoming the young job seeker's minimum credential." He said that employers are emphasizing that a basic high school education — including mathematics, English, natural science and civics — is a necessity for young men and women who expect to receive higher training on the job.

Yet in 1956, only about 60 out of every 100 boys and girls finished high school, while only 12 out of every 100 completed four years of college. In urgng youngsters to stay in school and graduate, Secretary Folsom declared:

"Education is both a personal interest and a national asset. Education enlarges life, not only for each of us as a person, but for all of us as a nation."

Emphasis of the stay-in-school campaign is on local action. A handbook prepared by the three Federal agencies suggests ways to direct the forces within the local community to persuade youngsters of the importance of a high school diploma. The handbook is being distributed to newspapers, broadcasters, churches, employers, civic groups, labor unions, youth-sevrving agencies and other organizations.

PUBLISH HANDBOOK

The handbook tells how a community stay-in-school campaign can be organized. It lists projects which various community agencies can undertake and provides information and slogans which may quicken the interest of youth in education.

The interest of industry, business and the armed forces in education for youth is underscored in the handbook. It points out for example, that the nation's future manpower, civilian and military, must be drawn from today's young people — 9 1-2 million of whom are between 14 and 17 years old and 15 million of whom are 18 to 24 years of age.

The handbook states, too, that the typical high school graduate will earn $50,000 more over his lifetime than the 8th grade graduate, and $30,000 more than the high school dropout.

In line with the stay-inschool and graduate emphasis of the armed forces, the Assistant Secretary of Defense Mansfield D. Sprague tells young people:

"A high-school education has become increasingly essential in this day of technological development and scientific progress. America's Armed Forces, in particular, require young men and women who have the capability and educational background to absorb specialized and complicated training.

URGES GRADUATION

"I urge all students in the secondary schools of the nation to complete their high school studies. Such a foundation will be to their lifetime advantage, and a source of strength for our country."

Lawrence G. Derthick, U. S. Commissioner of Education, says, "Life itself was the education of pioneers. As youngsters they learned most of what they needed by meeting and solving daily problems with their parents. But in the highly dynamic social and economic order of today, the youth is lost who does not have formal schooling, as much and as good as possible. Along with the individual, society also suffers when the education of youth is neglected."

The need for a national stay-in-school drive is summarized in the community service handbook in these words: "Life, as well as industry, is growing more complex. Increasingly more understanding and more competencies are needed by everyone for success as a worker, a family member, and as a citizen of a nation which must provide leadership in a world seeking international understanding and peace.

"From every viewpoint — that of industry, national security, society and individual opportunity — education for all means a better future for America."

The national stay-in-school campaign handbook for communities is available from the Office of Education, Department of Health, Education and Welfare, and the Department of Labor. Copies may be purchased also from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., price 15 cents each.

Survey Puts U. S. Shortage Of Classrooms at 159,000

Post and Times Herald Mon. 2-18-57

Washington, D. C.

Although the Nation expects to complete 69,200 classrooms during the current school year, it is not biting into its backlog of need, the United States Office of Education reports.

The current school year began 159,000 classrooms short of requirements and, in the words of a report prepared for release today, the completion of the added rooms would be required mainly to acommodate next year's enrollment increase and to meet replacement needs."

According to the survey, nearly 3 million pupils in the continental United States are "assigned to half-day or double-shift sessions, to makeshift facilities not designed as schools, or to excessively overcrowded schools."

P 10

At the year's start, 80,000 classrooms were needed to meet current needs and 79,000 to meet the backlog of unsatisfactory or obsolete facilities.

New Total Is 31.5 Million

The report, compiled from questionnaires to state officials by Samuel Schloss and Carol Joy Hobson, showed an enrollment increase last fall of one million pupils to a new total of 31.5 million. The largest increase was listed in the secondary schools.

"The teaching staff," said the report, "is increasing at a somewhat faster rate than pupils, thereby reducing the pupil-teacher ratio from 26.9 in 1955 to 26.3 in 1956." It cautioned that these figures do not reveal local situations where the ratio of pupils to teachers "may be too high."

Teaching staffs totaled about two million, of whom 89,000 were teaching under "substandard credentials," the report declared.

Excess of 15,921

The report indicated the District had 15,921 pupils in excess of the normal capacity of classrooms, requiring an additional 537 rooms all on the elementary level. Fifty were scheduled for completion during the year.

Virginia reported a shortage of space for 74,833 pupils and need for 4974 classrooms, with 993 scheduled for completion during the year. Maryland listed a shortage of space for 63,790 pupils and need for 3150 classrooms, with 831 completed rooms scheduled. Both states reported significant space shortages in secondary (junior high and high) schools.

Classroom Shortage

Post Times Herald

Washington D.C.

Of all the unfinished business which Congress faces on returning from its Easter recess, nothing can make a stronger appeal to its conscience and its concern for the national welfare than the proposal for Federal aid to school construction. In one form or another, the proposal has been before it for more than a decade. The need for Federal aid has grown more acute each year. Continued neglect of it can result only in impairment of the Nation's public school system. Congress has a heavy obligation to act upon it before the session's close.

Opposition to Federal aid seems to rest on two arguments. One is the contention sponsored by the United States Chamber of Commerce that no classroom shortage exists; this ostrich method of approaching a serious problem by closing one's eyes to it may be comforting to economizers but it is neither constructive nor realistic. The other argument is an old one and deserves more serious consideration: it is rooted in a fear that Federal aid may lead to Federal control of the public schools. Marion Folsom, the Secretary of Health, Education and Welfare, dealt with both these arguments in a notable speech recently at Rochester, N. Y.

Taking the figures supplied by state and local school agencies throughout the country as a basis, Mr. Folsom attacked the contention that no classroom shortage exists. "For the third year in a row," he said, "the states reported our schools are overflowing with about 2¼ million children above their capacity. These children are not imaginary. They are in school today, and they can be counted with reasonable accuracy. These children, and millions of their classmates, are handicapped by half-day school sessions or badly overcrowded condi-

tions or use of makeshift facilities. . . . The latest and best estimate by the states places the total classroom shortage at about 159,000 classrooms."

The Secretary's reply to those who fear Federal control of education seems to us equally persuasive. All that is proposed in the Administration bill, he points out, is a grant of Federal funds for a limited emergency period to be allocated to the states, matched by their own resources and then allocated by them to local school authorities for local disbursement and administration. The Federal contribution would amount to only 15 per cent of total funds for school construction in the country and to no more than 3 per cent of total funds for public schools for all purposes. Moreover, the Federal contribution would be limited to construction and would, by explicit legislative provision, have no relation to the selection of teachers, the determination of school curricula or the administration of school programs. It is hard to see in this any genuine threat to the independence of local school boards.

From the beginning of the American Republic, the Federal Government has given assistance to education through land grants to colleges. This aid has brought rich dividends to the American people as a whole. Something like it is needed now for the public school system because neglect of school construction during the war and postwar years has created an emergency classroom shortage which the states cannot meet out of their own resources. The need is immediate, temporary and real. Federal aid means the salvation, not the sacrifice, of community control of the public schools.

The Leadership Problem

Post & Times Herald P.10-A
Mon. 5-13-57
Washington, D.C.

President Eisenhower is reported to have taken advantage of his vacation in Georgia to study ways and means of advancing his legislative program. Certainly some action on his part is urgent, for the Eighty-fifth Congress has done precious little to date to carry out his recommendations. Senator Johnson, the Majority Leader, insists that the present session has been busier than those in 1953 and 1955 in terms of hours spent in session and the number of bills passed. But the output, except for the resolution in support of the Near East program and an essential tax renewal bill, remains disturbingly insignificant. Both the President and the congressional leaders will need to drive hard for the enactment of the top bills on the agenda if the present Congress is to make a mark of accomplishment.

The President's leadership is especially important because a number of the foremost bills in his legislative agenda are highly controversial. These include the civil rights bill, foreign aid, and the emergency school construction program. Also important and controversial are such issues as statehood for Hawaii and Alaska, reform of the election and lobbying laws, increased postal rates, liberalization of the immigration law, revision of the Taft-Hartley Act and clarification of the presidential disability clause to say nothing of the battle of the budget. The hope for enactment of any of these measures seems to hinge on the presidential effort in its behalf.

In his first term the President followed a policy of close cooperation with Congress, with a considerable measure of success. Probably the chief question now in his mind is whether he should depart from that strategy. It may be assumed that his attitude will continue to be generally cooperative, for that is his nature. In addition, the control of both the House and Senate by his political opposition makes a large measure of accommodation imperative if any basic legislation is to be passed. Aside from this, however, the President may well take stock of the changes in his own relations to the political scene.

When he was first elected in 1952 he was a newcomer in politics and felt the necessity of strengthening his ties with the experienced politicians in Congress. Last year, however, the voters strongly proclaimed their confidence in the President and their lack of confidence in many Republican candidates for Congress. Today he has the inside track. His enormous popular appeal could, and in our opinion should, be turned to good advantage in support of his legislative program. Certainly that is imperative if he is to make any headway in his plans for "modernization" of the Republican Party.

The President's letter to Speaker Rayburn was an illustration of what can be done, but a much more persistent campaign is needed. He can make more use of his news conferences, of television and radio, and of direct open appeals to leaders of Congress. If the President speaks in earnest and convincing terms, his words will be reechoed from many sources, for there is widespread public support for most of his leading proposals. Mr. Eisenhower should not, of course, be expected to carry the entire load; he should have the active support of members of his Cabinet and other high officials and leaders of his party in Congress.

It is not a question of trying to browbeat Congress into enacting laws of which its members disapprove. Rather, it is a question of overcoming indifference and the prevalent human tendency to drift. It is a question of creating burning issues that Congress will have to dispose of. Given the President's skill in dealing with people, we think this can be done without arousing hostilities or inviting stalemates. A last-ditch fight with Congress would be costly and fruitless. But the creation of a sense of urgency behind the Eisenhower measures seems now the only means of avoiding a disappointing and unproductive congressional session.

INDUSTRIAL TRAINING IN SCHOOLS IS URGED

Commercial Appeal P.22
Thurs. 5-2-57
Memphis, Tenn.

Would Change Farm Economy Of Mississippi

PROGRAM IS LAUNCHED

From The Commercial Appeal
Jackson, Miss., Bureau

JACKSON, Miss., May 1. — A program to include industrial training in the curriculum of Mississippi schools in keeping with the state's transition from an agricultural economy was launched Tuesday.

Objective of the effort is to provide opportunities at home for the state's young people and to prepare them for jobs opening in the industrial field.

The program was discussed at a hearing here Tuesday before the industrial education subcommittee of the state Agricultural and Industrial Board headed by Si Corley, state commissioner of agriculture.

Suggests Training

J. M. Tubb, state superintendent of education, reviewed phases of the common school curriculum and suggested possible inclusion of industrial arts training in successive degrees leading from elementary school into the colleges.

It was suggested that surveys be made with a view to legislative action to put industrial training courses in all colleges in the state.

After explanation of the program at Hinds Junior College at Raymond, manufacturers and educators representing the common schools, junior colleges and senior colleges offered their support in the program.

Dr. G. M. McLendon, president of Hinds Junior College, described the industrial training courses at his school and how several large industries in Jackson have made use of the skills of the graduates. He said of 34 inspectors at the new Vickers plant in Jackson, 27 are graduates of Hinds Junior College and that the factory has asked for 75 more.

Offers Heartening

John E. Gregg, executive vice president of the Mississippi Manufacturers Association, said offers of assistance in industrial education made by educators attending the meeting were "very heartening."

Representatives of Mississippi Southern College at Hattiesburg, Mississippi State College, the University of Mississippi, Mississippi State College for Women at Columbus and Delta State College at Cleveland said they believed industrial orientation could be developed in their institutions to the advantage of the state and its young people.

The findings are to be reported to the full Agricultural and Industrial Board for further action, Commissioner Corley said.

Expandable Wall Permits 'Growth' Of Steel School

Post & Times Herald P.15-F
Thurs. 5-9-57
Washington, D.C.

NEW YORK, May 8 (AP) — A new type school with expandable outer walls that can "grow" with a community was announced here today by Republic Steel Corporation.

The new design can be built in one quarter of the time and at two-thirds of the cost of conventional schools, Republic said. Key feature of the new design is "built-in expandability" through use of steel and glass "curtain wall" panels bolted together to form exterior walls. The end walls can be unbolted and moved out to provide room for additional classrooms.

Aid Planned For Small Colleges

Post & Times Herald
Mon. 5-13-57
Washington, D.C.
P.23

The Council for the Advance of Small Colleges announced yesterday a three-year development program to take care of the "forgotten colleges" —the schools not accredited.

The program will be presented today by Council President K. Duane Hurley at convocation ceremonies at Salem College, W. Va.

It is designed mainly to better faculty salaries. For this purpose, the Council has received a $71,000 grant from The Ford Foundation.

Most of the smaller schools, "sometimes called Bible colleges," according to Alfred T. Hill, executive secretary of the Council, have failed to get accrediting from the touring regional association teams because of inadequate faculties and facilities.

"We hope to tell these schools how they can improve their administration and general operations," said Hill. He emphasized "we are not in the accrediting business."

Hill said his group probably has the answer to the shortage of general teachers, scientists and engineers.

He said that by 1970 when hundreds, if not thousands, more teachers will be needed "the small colleges are the answer."

"We offer a bargain approach to building up the enrollment of small colleges," said Hill.

14 1957

$7.5 Million Project

Post + Times Herald

Streamlined Teachers College Sought for City

Mon. 4-15-57

Second of Series

Washington D.C.

By Jeanne Rogers
Staff Reporter

P.1-b

The District Board of Education wants to tear down antiquated Teachers College and put up a modern, streamlined plant that will attract top notch teacher candidates.

Hager

This new school, members declare, would be a first step toward getting a community college for Washington such as other large cities already support.

The proposed new teachers college, including a site large enough for expansion, would cost $7.5 million. Annual operating cost of the institution would be $83,357.

This is a small amount, school officials contend, when translated into terms of better qualified teachers. They add that most District teachers are products of local schools.

School people stressed the need for a new college in their report to the Commissioners on why a borrowing program is the best means of curing a continuing schoolhouse shortage. The pay-as-you-go system will not build a new college before "its too late," they said.

Accreditation in Peril

Walter E. Hager, Teachers College president, declared that unless the present inferior facilities are replaced, the school may lose its accreditation. It may fail to draw top caliber students, he added.

The School Board had this to say about the college:

"The present college is unduly limited in the scope of its operation and function because of inadequate housing. The two existing buildings are approximately eight blocks apart and neither unit is suitable for college offerings.

"Laboratory facilities are substandard for college use. The library is divided with the result that neither part of its provides satisfactory material to supplement a college curriculum. In fact, because of both limited space and limited funds, the consolidation of the two libraries into one unit would produce a library of inadequate content.

"The two-building operation produces many unavoidable situations where both professors and students have assignments in both buildings. The intervening distance is too great that consecutive classes in the two buildings are not possible. The resulting loss of time and lack of unity handican the program.

The Middle States Association review team warned last year that unless these lacks and others are corrected, the school might have a hard time making the approved list of higher education institutions in future years.

Library Deplored

Speaking about the library facilities the accrediting team said: "It is not an exaggeration to say that the physical facilities provided by Congress for the college should be a matter of chagrin to all citizens of the District."

The present cumbersome college situation is the result of the consolidation of two separate institutions which were erected when the District school system was racially segregated. The former Negro school, Miner, is located at Georgia ave. and Euclid st. nw.

The former white school, Wilson, is lacated at 11th and Harvard sts. nw.

Faculty members of the college sounded another warning:

"The program of the college requires expansion in many areas if it is to meet present day needs and retain its accreditation. The graduate program must be expanded so that prospective high school teachers can be trained at this institution. The addition to the subject matter being taught in the public schools, on all levels, requires the expansion of the college program beyond the physical capacity of the present dual plant.

Program Needs Revision

"Also, the rapidly expanding and specialized fields of pupil appraisal, counseling and remedial education require revisions of the college program so that teacher training can keep pace with the program and policy of the Board of Education for the elementary and secondary levels of training in our school system."

The educators are asking for a new college site large enough to expand into a general or community college if the city wants such a school in the next five to 10 years.

The school borrowing report said: "The need for a city college in Washington has existed for some time. A high percentage of the local high school graduates go on to college and a still larger number would seek further training if the city supported a general college."

Board of Education members pointed out the transition from the present teachers college program to a full general college offering should be gradual.

"What we need now," they said, "is a decent teachers college, plant-wise, that will attract the good teachers we need more than ever to staff our public schools."

Borrowing Would Aid Slow-Learner Program

Post + Times Herald

Fourth of a series

Wed. 4-17-57

By Jeanne Rogers
Staff Reporter

Washington D.C.

P.1-b

Washington school officials contend they must have a special occupational institution for slow-learning boys or the city will suffer the consequences.

They say they can convert old Armstrong High, 1st and O sts. n.w., into the type of shop-centered school they need for $1.5 million.

But only under their proposed $69 million school construction borrowing program will such a school be completed in time to keep "hundreds" of problem children from "dropping out" of class.

Ill-prepared to get jobs, many of these boys become community menaces, the Board of Education warns.

Plans to convert Armstrong to this use have been drawn for three years. Insufficient funds under the city's pay-as-you-go budget system have postponed this project indefinitely.

As a consequence, Armstrong as a high school is neither fish nor fowl. This former Negro technical school was slated to be absorbed in McKinley High shortly after the start of integration three years ago. Money to expand McKinley into a city-wide technical school also has been held up.

A limited program for slow learners started at Armstrong last fall has proved to school officials the value of such special instruction.

School people pointed out in the borrowing program report they gave to the Commissioners:

"There is an increasing need for a shop-centered school for male students of 14 years of age and above who cannot adapt themselves to academic or vocational training.

"There are several hundred male students who would benefit greatly from training on the occupational level and who, if so trained, would become useful and productive citizens on the sub-technical level."

Such a program, the educators said, would aid in keeping students in school who might otherwise drop out if proper training is not available to them.

The proposed school would accommodate 700 students. It would draw students from all city junior and senior highs. Assignment to the special school would be based on test results and demonstrated interests and aptitudes.

School Superintendent Hobart M. Corning said the special school would relieve overcrowded junior and senior high classes by removing students who "simply can't keep up."

The school would provide job training opportunities in fields at a sub-skilled level not offered in the vocational high schools.

The following special occupational fields have been selected for inclusion in the curriculum: cleaning, pressing, alterations of clothing; food services; auto shop (non-vocational); electrical appliance maintenance and repair; mechanical drawing; printing trades; custodial services; nurses' aides in cooperation with local hospitals; metal crafts; sign painting; carpentry; building trade skills; shoe repair; masonary; artcraft; homemaking for boys; gardening and horticulture.

School board members also would like to use the institution as a center for development of the school-work program under which students attend class part time while employed.

The five-year borrowing progam calls for these other high school improvements which have been delayed for years:

Dunbar ($1.2 million) — Expansion of gymnasiums which are too small for regulation size basketball courts. Modernization of the 40-year-old cafeteria. Repair of the swimming pool. Completion of the stadium.

Spingarn ($185,000) — Development of an athletic field with seating for 4500. Construction of a field house for storage of maintenance and athletic equipment.

Thursday: Vocational high schools.

Judge Kirkland Irked at Apathy To School Posts

Post & Times Herald P. 1-L
Wed. 4-17-57
Washington, D. C.

Chiding Public for Lack of Interest, Jurist Offers Commissioners' Plan

Appointment of District Board of Education members by the judges of District Court came under attack yesterday from the jurist who heads the selection committee, District Court Judge James R. Kirkland, who suggested choice of the Board members by the District Commissioners.

"This is the only Federal court in the country which names school board members," said Kirkland, who has headed the selection group for seven years.

Kirkland coupled his comment with an expression of disappointment over the lack of nominations received this year from civic organizations and service clubs. The more nominations received, he said, the more likely it is to have the best possible school board.

Asking District residents to submit more names by petition, Kirkland chided them for a lack of civic pride.

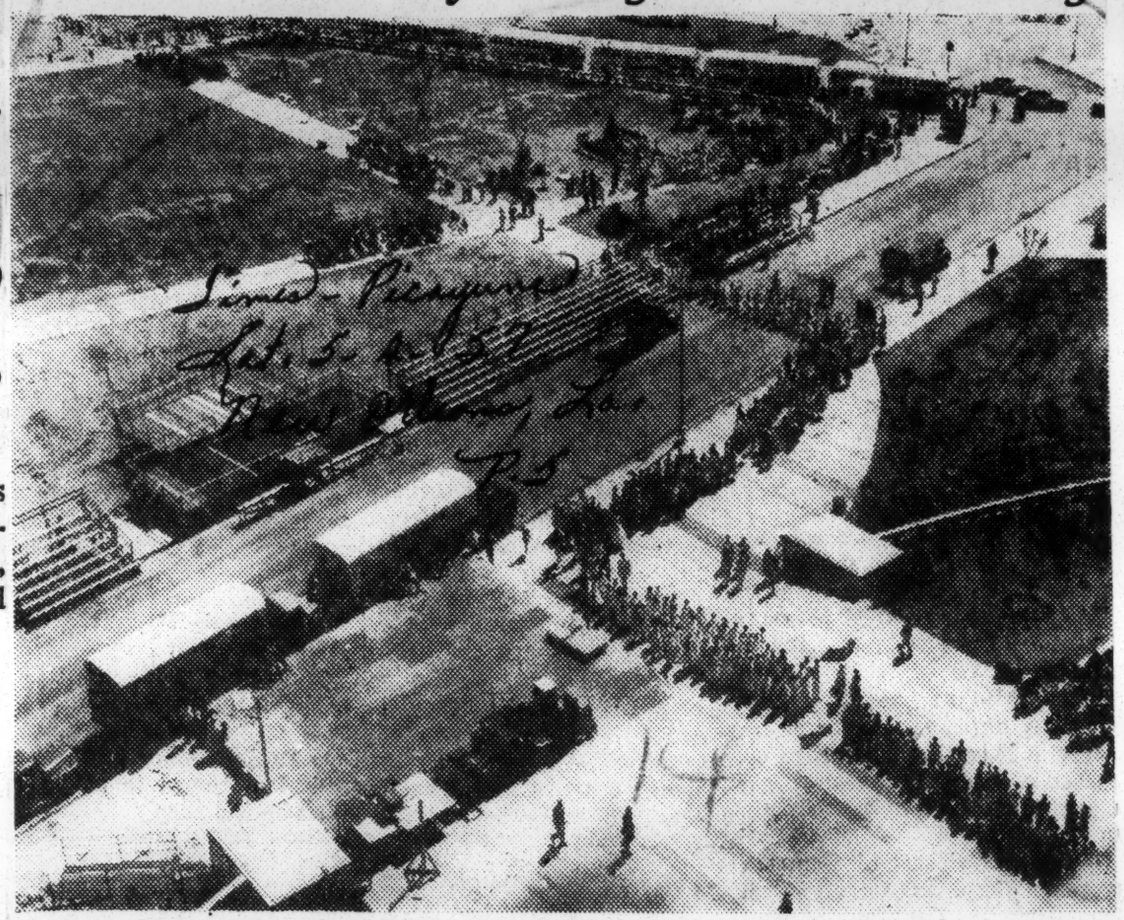
"I personally think civic pride is at its lowest," he declared, saying he did not feel "racial differences" were responsible for the low number of nominations.

Under Kirkland's alternate plan, the Commissioners' Citizens Advisory Board would receive and screen nominations for the Board, submitting three candidates for each vacancy to the Commissioners, who would make the choice.

Each year, three positions automatically open up for 3-year appointments to the nine-member, non-salaried Board of Education. All members must be bona fide District residents.

C. Melvin Sharpe, ailing president of the Board, already has notified Kirkland he will not seek reappointment. The two other members whose terms are expiring — Wesley Williams and Mrs. Frank S. Phillips—have indicated an interest in staying on.

School Children Pay Homage to John McDonogh



—Photo by The Times-Picayune.

MOVING INTO THE NEW CITY HALL went on uninterrupted as hundreds of school children disembarked from buses and paraded by the statue of John McDonogh in the new Civic Center plaza during annual McDonogh Day ceremonies.

New City Hall Steals Show as Children Visit Statue

Times-Picayune p. 5
Sat. 5-4-57
New Orleans, La.

Flowers Placed at Removed M'Donogh Bust

By PODINE SCHOENBERGER

The new city hall stole the spotlight Friday from John McDonogh.

Tradition fought a losing battle as more than 5000 boys and girls trooped into the new Civic Center with their McDonogh Day flowers.

So excited were many of them over the prospect of seeing something new and different, they had to be prompted before they began singing the McDonogh Ode.

Remembering McDonogh Days in Lafayette Square, when the children burst spontaneously into song, some of the old-timers felt a bit nostalgic. A few of the high school girls also admitted to missing the far lovelier statue in the square—a statue, purchased with pennies saved up by pupils in the public school. By and large, however, the boys and girls seemed to prefer the Civiic Center observance. They said it was "keen!" and "lots more fun."

Observance Something to See

Viewed from the mayor's office on the second floor of the huge new building, the observance was definitely something to see. Almost as far as the eye could reach there were children with flowers in their hands. Two by two they came, marching along Loyola ave., then making a right turn toward the statue, recently moved to the new location from Toledano and St. Charles ave.

After the posies had been placed at the foot of the statue an outstanding pupil from each of the 65 participating schools received a Founder's Day certificate of recognition from a member of the Orleans parish school board. Then the children headed for city hall.

First they marched through a ground floor corridor. Then they climbed a narrow stairway to the second floor. Finally they were filing through the mayor's red carpeted office, with "Chep" beaming from ear to ear and telling them "Hello."

Key for Each School

The mayor presented a designated leader from each school with a small key to the city, shook hands with the leader and the teacher in charge, then smiled at the rest of the children.

After leaving the mayor's office, the visiting delegations returned to the first floor and departed through a side entrance. As they left the building, each received a big tasty cookie — compliments of the New Orleans Master Bakers Association. On hand to distribute the cookies were Carrol de George and Christy Smith.

Eight school bands, stationed at strategic spots in front of the new city hall, played gay music, while in a room adjoining the mayor's office, a McMain High school orchestra played more elegant music.

Assistant Superintendent of Schools, O. Perry Walker said the ceremony seemed to be progressing quite well; that the only bottleneck, as far as he could determine, was the narrow stairway leading to the second floor.

Hall Event Rarity

Asked if he preferred the civic center observance to the Lafayette Square observance, Dr. James Redmond, superintendent of schools replied, "Let's put it this way—you don't dedicate a new city hall every day."

Most of the youngsters were dressed in white with gay-colored school caps perched jauntly on their heads. School banners fluttered joyously in the breeze. And workmen scuttled about putting final touches on the new building.

Although the spotlight Friday was definitely on the new Civic Center, the McDonogh statue in Lafayette Square was not forgotten. Four schools took elaborate floral offerings to the square—duplicates of those they took to the statue in the Civic Center.

John McDonogh High school brought their usual elaborate arrangement with the name of the high school spelled out in American beauty roses against a background of dark green leaves. George Washington school placed a big wreath of red and white lilies at the statue in the square; Rosenwald Elementary brought red carnations while Danneel School No. 2 contributed golden gladioli. In addition to the more elaborate arrangements, there were about a dozen home-made bouquets of "glads," daisies and lilies.

14 1957

Students Meet at Sarah Lawrence To Discuss the Present Generation

Students from forty Eastern colleges and universities spent a full day March 2 with invited commentators at Sarah Lawrence College, Bronxville, N. Y., discussing the topic: "The Character of the Present Generation."

The general idea was to have the 200 students express themselves on what they expect from their college education; what they think of the education they are receiving, and what ideas they have about themselves, the society in which they live, and their place in the society.

The commentators served as spurs to the conversation, with Robert Hutchins, president of The Fund for the Republic, giving the keynote address. His colleagues were W. H. Whyte, author of "The Organization Man," Roy Wilkins, executive secretary of the National Association for the Advancement of Colored People, and political scientist Paul Tillett.

Three phases of the day's events on the Bronxville campus are shown in the photographs below.

CLOSE QUESTIONING—Students get down to cases with Mr. Hutchins at the conclusion of his address. A key phrase in his talk: "Educational institutions in the past have been able to stand outside society . . . now they are being engulfed by it." Among the elements he blamed are mass communications media, such as television and magazines.

Budgeteers Told Of School Needs

By Jeanne Rogers
Staff Reporter

Washington parents asked a House Appropriation Subcommittee yesterday to use a "housewife standard" on the proposed $44 million public school budget. That is: "Cut everything else before cutting what the children need."

Subcommittee Chairman Louis C. Rabaut (D-Mich.) said "I can understand that viewpoint." He is the father of nine.

He heard testimony of 40 witnesses on school needs alone during the day-long District Budget hearing.

Here are the priority items Washington parents want to add to their children's school fare in fiscal 1957:

• Two hundred and twelve elementary school teachers—"this number would more than half close the gap between present too big 35-1 pupil teacher ratio and the 30-1 ratio sought," said R. N. Shewmaker, legislative chairman, District Congress of Parents and Teachers.

Special Teachers Needed

• Sixteen special grade school teachers for children who need special help—"the 111,000 children who will fill the schools next year can make a contribution to the community or they can be a drain on it," said Mrs. Rollee Lowenstein, Lafayette Home and School Association.

• Twenty-four teachers for junior and senior high school students in need of remedial work—"If preventive measures can lessen the number of disturbed adults who need care, it seems penny-wise and pound foolish not to provide such staff," said Virginia Kinnaird, Washington Branch, American Association of University Women.

• Nine psychologists to expand present school testing and research—"This is particularly important in view of the wide range in economic and social background of our present student population," said Mrs. Jack Gottsegen, National Council of Jewish Women.

For construction of new buildings, the citizens said they wanted the entire $8.9 million recommended by the Commissioners.

John B. Gillilland, P-TA Congress President, said school people originally asked $14.9 million for new schools. He proposed the difference between this amount and the Commissioners' figure could be covered either by a proposed borrowing program or an increase of $6 million in the Federal payment.

The borrowing program referred to the Board of Education's plan to borrow $70 million over a five-year period for school construction. This proposal now is under study by District officials and has not reached Capitol Hill.

P-TA witnesses also called for 23 assistant principals for large grade schools; increased textbook funds; school nurses for all elementary schools and more school supervisors.

Other Requests

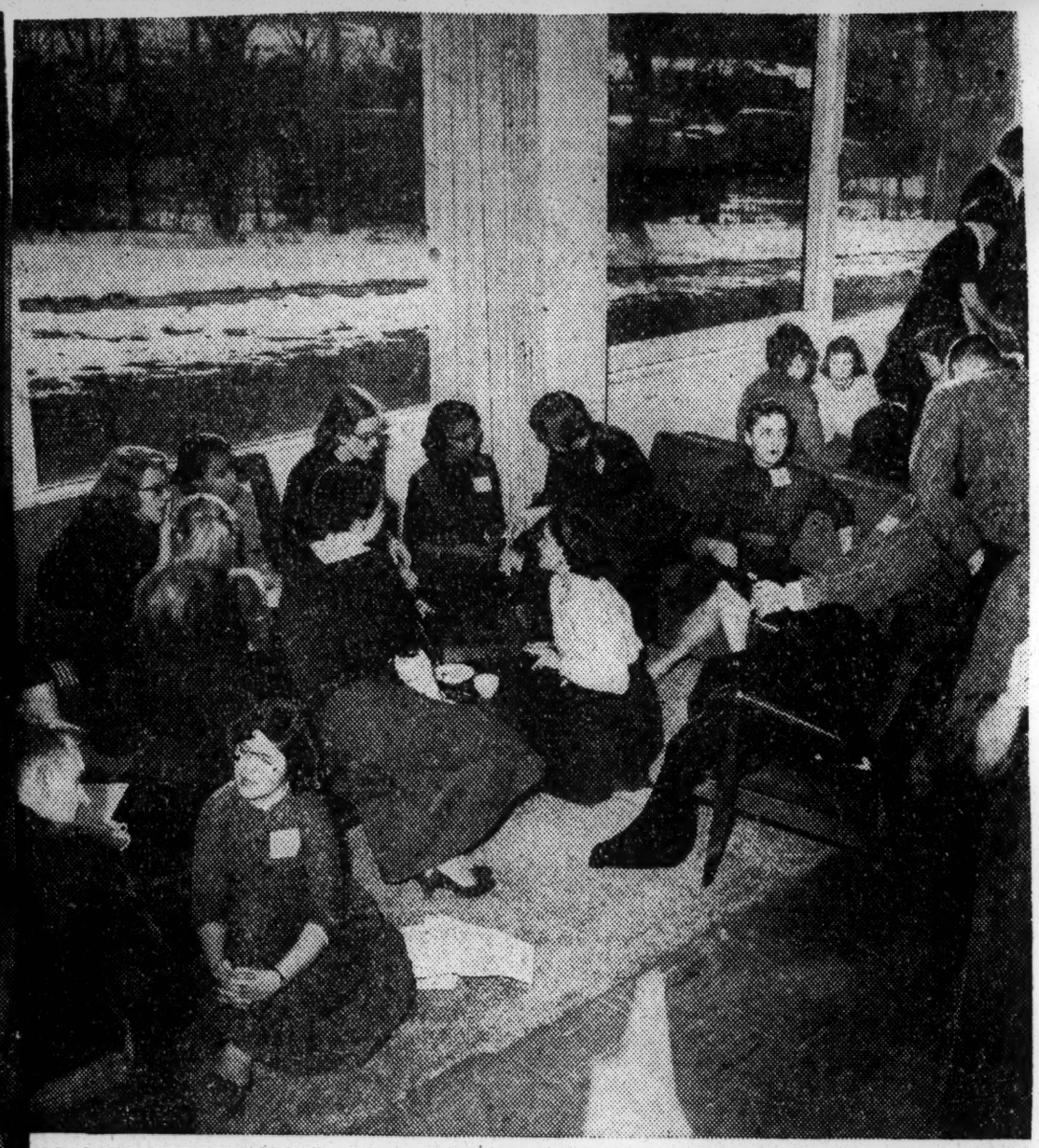
Other items requested by morning witnesses included:

• $41,000 for a psychiatric diagnostic team that would come under the Health Department Budget but operate in the schools. Mrs. Richard Simonson, League of Women Voters, said 12,000 emotionally disturbed children are now in need of help.

• $19,600 for purchase of 14 driver training cars for use in city high schools. Washington I. Cleveland, D. C. Division, American Automobile Association, explained the present plan of using loaned cars is not satisfactory.

• $39,000 for personnel to staff the new Health School for crippled Children scheduled for March 1958, completion and $38,800 for transportation of all handicapped children to public school classes.

THE DESEGREGATION PROBLEM—Mr. Wilkins discusses the topic with two students during a coffee break. He stressed that wherever students themselves are left to solve race problems, they usually reach democratic and liberal arrangements.



AMONG THEMSELVES—The blue sky was the limit in informal conversation. But panel talks emphasized these students' points: the great moral damage done by those fraternities and sororities which teach an exclusionist doctrine based on race, money and religion, and the general political apathy on campuses today.

NEA Meeting Hears Of School Violence

Post & Times Herald
Sat. 4-13-57

Today's teacher faces a 1-to-10 chance that a pupil will "take a swipe at her" sometime during the first half of her teaching career.
HRDL HRD

This was determined in a recent study of teacher opinion on pupil behavior discussed yesterday by Sam M. Lambert, director of the Research Division of the National Education Association. He addressed a luncheon of the NEA Northeast Regional Conference, Department of Classroom Teachers, at the Willard.

A happier outlook revealed by the same NEA study is that when community groups "swing together" on bad behavior problems they are able to surmount them. Teachers agree 15 to 1 that youngsters are better behaved on Halloween than they used to be.

Lambert said bad pupil behavior correlates closely with bigness—"big communities, big schools, big classes and big kids." It also correlates with poor living conditions, but with notable exceptions: drinking and lack of respect for authority are "far worse in children from his income group."

Another NEA study on the status of the public school teacher indicates that "in a few years a master's degree will be a basic requirement for high school teachers," Lambert said.

Washington, D.C.

14 1957

Schools In the South Today

Post + Times Herald

Tenacious Segregationists Reject Idea of Educational Race Equality

Mon. 4-1-57 Washington, D.C.

P.13-A

By Alfred Friendly
Managing Editor

This is the second in a series of reports on the school integration issue, written after a two-week trip through South Carolina, Georgia, Alabama and Mississippi.

The "professionals" of the white Citizens Councils in the Deep South, most of the elected political officeholders, and a sizable group of the white population perhaps as high as 30 per cent—are tenacious segregationists.

They do not concede any immorality or injustice in segregation *per se*; they refuse to consider the possibility of integration of the races in the schools.

At the other extreme, there are a few white persons who think prompt action should be taken to comply with the Supreme Court's desegregation decision. There is no way to measure their number; at most, they are a small minority.

Inevitable—But Later

In the middle are most of the average white citizens of the Deep South. They foresee integration as inevitable, but are firmly opposed to any form of it in the schools for the time being. The usual and accurate statement of their position is: "Not in this generation."

These people, decent and not acting out of malice or hatred, are not organized conspirators against Negro rights. On the contrary, they wish the Negro well, and are working earnestly on a course that they believe is best for his welfare and improved status.

Their position is that school integration must come gradually; that it must not be forced on the South by Yankee pressure or by the Government; that it will be possible and practicable only when the Negro has been raised through education to an economic stature and to standards of sanitation, health, learning and citizenship more nearly comparable with those of the whites. But at the moment, their phrase has it: "The two races are not fit to go to school with each other."

What Line of Action?

A non-Southerner can follow this argument intellectually even though he may not feel it emotionally as the Southerner does. But this majority attitude in the Deep South is less important than the answer to the question, "What are you prepared to do to move toward good faith compliance with the Supreme Court decisions?"

The decent and thoughtful Southerner answers that the South will do—is doing—its level best to set into being a system of equal but separate educational facilities that will bring the Negro to the point where integration can be accomplished.

No sensible Southerner pretends for an instant that such a system now exists or ever existed. There is no disputing the fact that the past practice of spending only about one-fourth per capita on Negro schooling of what was spent on white was not good faith execution of the "separate but equal" doctrine of Plessy v. Ferguson which the South was supposedly living by.

But in the area of physical facilities, the South can now point to an impressive program of building Negro schools. In construction and equipment, the new Negro schools seem equal in all respects to new white schools and there are, necessarily, more of the new Negro schools. In some states, the building programs were started in 1951, well before the Supreme Court decision (although, one suspects, in full anticipation of what was to come).

Southerners Ask Time

Give us time to work on this new basis, the Southerners argue. Given better schooling, the Negro can raise his economic status; exposed to a decent education in decent surroundings, he will steadily improve his own personal and cultural status. He will, over the years, arrive at a stage where the gap between his level and that of the white is narrow enough to be bridged in a common school.

And give the whites some time, too, the Southerners add. With each generation there is more tolerance, less of a hangover from the memory of reconstruction.

At this point, the outsider is inclined to remember the observation of Roy Wilkins, executive secretary of the National Association for the Advancement of Colored People. With the Arthurine Lucy case in mind, Wilkins once said:

"How much more gradual can you get than seeking the admission of one person into one college?"

And so one asks why the six Deep South states do not make a start toward compliance with the law in situations that are, to coin a word, "handlable" — situations the Southerner of good will admits he was working toward, and would have accepted prior to the Supreme Court ruling.

Gradual Tryout

Why not admit a few Negro graduate students in some state universities as North Carolina and Virginia have done? Why not, in some peaceful communities that boast of their good race relations, take half a dozen Negro youngsters into a white high school, on the basis of the most rigorous intelligence and achievement tests and of other strict screening standards? Why not try in situations where, because of geographical home locations, desegregated schools would mean only the smallest amount of crossover?

Sometimes the reply is that the speaker himself would be glad to do just that, but the rest of the state or the community would never stand for it. Sometimes it is that the Supreme Court so blighted good will that progress of this sort is temporarily out of the question.

Overstatements of Case

And sometimes—quite often—the question leads the Southerner who has made a good argument, based on the present differences in the standing and habits and background of the two races, to overstatements of the case, such as these:

That studies have shown a basically lower capacity of educability of the Negro; that some anthropologists think the Negro may have descended from a different pre-human species; that fundamental racial characteristics make the Negro more impulsive, more violent, less stable . . .

The fact of the matter emerges: In the Deep South states, no start is now being made for legal compliance with the desegregation decision; except for the far-distant, "next generation" future, no concrete action is being contemplated.

Underneath the surface, one senses two deep and defensive Southern attitudes. One is a profound, traditional and quite understandable fury and re[sent]ment at Yanke[e] [aggres]ti[on], a fire fueled by a century and a quarter of history. The other is a buried inner malaise, in a way parallel to that which gnawed the South in the years before 1861, over the moral issues of segregation.

Together, they make a problem of the emotions, of all problems the most difficult kind to resolve.

Tuesday: "The lines of communication are down."

Negro Educators, Students To Visit School Train Today

Commercial Appeal

Memphis Press-Scimitar P.1

Mon. 4-1-57

By GEORGE SISLER

Thousands of Negro students from Memphis, Shelby County and Mid-South schools and colleges are scheduled to tour Schoolroom Progress U. S. A. during its final showing today.

A 9 a.m. preview of the two rail cars housing the exhibit showing a century and a half of progress in America's schoolroom development will inaugurate the train finals.

Prof. Blair T. Hunt, principal of Booker T. Washington High School and president of the Bluff City Educational Association, will head a delegation of leading Negro principals touring the train. He will receive the key to the exhibit from Robert B. Johnson, train curator, who will escort the Negro educators on the preview tour.

Flowers Will Attend

Representing The Commercial Appeal, sponsor of the exhibit's six-day showing here, will be Paul Flowers, editorial page columnist and book editor.

After the preview showing, students, teachers and adults will [tour] the exhibit created by the Henry Ford Museum, Greenfield Village and the Encyclopedia Americana.

These are Negro school principals scheduled to attend this morning's 9 a.m. preview:

Heddy McDaniel, Caldwell School; Edwin C. Jones, Carne School; J. D. Springer, Douglass High School; Dovie Burnley, Dunn Avenue School; S. M. Smith, Florida School.

R. H. Morris, Grant School; Harry T. Cash, Hamilton High School; Melvin Conley, Hyde Park School; Velia Wiggins, Kansas School; Alma Booth, Keel School.

Jim Ella Cotton, Klondyke School; Helen Hooks, Kotrecht School; J. L. Brinkley, LaRose School; Charlsye Heard, Leath School; Andrew Bland, Lester High School.

Eddie Rodgers, Lester Elementary School; E. L. Washburn, Lincoln School; Mary Murphy, Alonzo Locke School; Harry Mae Simons, Magnolia School; Louis Hobson, Manassas High School.

Other Principals

Isabelle Scott, Maple Avenue School; Floyd Campbell, Melrose High School; Mildred Carver, Melrose Elementary School; Chastene Thompson, Patterson School.

R. B. Thompson, Porter Junior High School; Othella Shannon, Porter Elementary School; Eleanor Oglesby, Riverview School, and Frankie Cash, Wisconsin School.

Finishes 5th In School Board Election

Call P.1

Thurs. 3-29-57

Kansas City, Mo.

TOPEKA, Kas. — Mrs. S. Newton Bowser finished fifth in the school board election last Tuesday and will compete in the April run-off for a position on the board. Mrs. Bowser was the only woman of the 10 candidates in race for a seat on the board.

She is a graduate of Washburn university, attended Kansas City Teachers college and did graduate work at the University of Minnesota. She is co-owner of the Bowser Mortuary and a licensed funeral director.

Mrs. Bower is the mother of three daughters, two of whom are now in Topeka public schools and one a student at the University of Kansas. She taught school in Missouri for six years.

A member of Alpha Kappa Alpha sorority, Mrs. Bowser is also on the board of directors of the Carver YMCA and a member of the Central branch of the YMCA. She is a member of the St. John AME church, vice president of the Neolain choir, treasurer of the trustees auxiliary and an officer in the order of the Eastern Star.

Campus Go-Getters Reflect U. S. Drive

Post + Times Herald
Mon. 4-1-57 P. 12-A
Washington, D.C.

By Malvina Lindsay

THE PICTURE of today's Joe College that emerges from the recent survey of college costs by the United States Office of Education will surprise many Americans. It may well influence what steps are taken by Congress to provide scholarship or student loan programs.

Miss Lindsay

Like the madcap juvenile in the coonskin coat who became the symbol of college life in the 1920s, the free-spending live-it-up boy or girl with a two-color convertible has recently become a college stereotype. Tales now spread through the country of snooty, ostentatious high life at college which seemingly only millionaire parents can finance.

Yet the Office of Education survey shows that most students must and do watch their pennies. About two thirds of men students and one half of women students work during the college year to help meet their expenses.

Of all the money spent for college students' education, students themselves supply 26 per cent from their savings and earnings. Their families and relatives supply about 60 per cent. Only about 14 per cent comes from scholarships, loans, GI benefits and such.

IN THE VIEW of Dr. Ernest V. Hollis, director of the survey, these findings refute the theory that there is a lessening of personal initiative among the young. "The college student of today," says Dr. Hollis, "is as willing as his dad to slug it out to stay in school."

Dr. Hollis, director of the College and University Administration branch of the Office of Education, was himself surprised at what the survey revealed of the industry and enterprise of youth. A new development in American culture indicated by the survey is the tendency of students of wealthy parents to earn part of their expenses.

Yet for all the industry of students and the efforts of their families to help them, college costs are shutting the doors of higher education on many promising boys and girls. The cost of sending a student to college has doubled since 1939-40. Annual expenditures for a student at a public college now average about $1500, at a private college about $2000. In 1939-40 average costs were respectively $747 and $1023. In the last five years living costs have risen about 5 per cent, college tuition 15 per cent.

Though family income likewise has advanced, the white collar group that provides the chief patronage for the colleges has not shared proportionately in the increase. Moreover, families from which college students of the 1960s will come have more children to educate than did the families of 1939-40.

NOT ONLY rising tuition and living costs, but social and mechanical demands growing out of today's complexity of living make it ever more expensive to keep a child in college.

Despite this, 10 per cent of men students and 8 per cent of women come from families with annual incomes of less than $3000. Two thirds of such students work at college and earn on an average $400. About one fifth of students whose families have incomes of $25,000 and up work. Their average earnings are $325.

Reassuring as this portrayal of college students' industry is, it does not make financial help for higher education of American youth any the less needed. There are not enough jobs for all the capable would-be college students who need them. Jobs pay only a part of college expenses. If the student works too hard his health and studies suffer. Educators want to see competent students give all their time and energy to their studies.

The student who spends too much time earning his daily bread at so much per hour, says Dr. Hollis, is likely to short-change himself in the long run. That is why more scholarship and loan programs are urgently needed. From this survey, there seems little doubt but that the American student will make the most of them.

Baby Sitting Replacing Dates

Journal + Guide

Married College Students Bring New Look To Campus

Sat. 4-6-57 Norfolk, Va. P. 11

By MILDRED SCHROEDER

SAN FRANCISCO — (INS) Today's college student frequently is married and financially independent — because he and his wife are working their way through school.

That situation and its resulting problems were examined last week by the National Association of Women Deans and Counselors at its San Francisco convention.

• • •

GRADES HOLD up well as study hours and baby-sitting replace dating. An entire new social schedule featuring trailerville "potluck suppers" is filling the old prom time.

Housing, discipline, activity and counseling needs changed by the undergraduate rush to the altar were studied by the panel headed by D. Janet Douglas, dean of women, Eastern Washington College of Education, Cheney, Wash.

• • •

"INSTEAD of dormitories, now we are building apartment houses with automatic washers — for the baby's laundry," Miss Douglas said.

Representing a school with 40 per cent of the male and 25 per cent of the women students married, Miss Douglas tackles community-type problems instead of childish escapades of the rah-rah days.

• • •

THE GIRL who couldn't decide whether to buy one or two formals has a 1957 counterpart who may need financial counseling in stretching a family budget to cover a baby or two.

"Our married students have to learn to budget their time as wisely as their money," the Washington dean said.

"They face a daily challenge of shuffling classes, jobs and child care."

• • •

THE GIRL who gets married and starts her family while in college takes on a tremendous job, in Miss Douglas' opinion. She must be prepared to carry the bulk of family responsibility. When funds get too low, she is the one who drops out of school to go to work.

Disciplinary problems are fewer with married students. Sometimes they let off steam with a "beer bust," but normally they are conservative and studious.

• • •

EARLY MARRIAGES are increasing, and Miss Douglas expects this trend to continue.

"Those who are single at registration are surrounded by married couples," she pointed out. "Before too many Christmas or Easter vacations pass, they get married also. Colleges and college staffs must be prepared to offer adequate services for their married students."

College Education Cost Doubles

Post Herald
Birmingham, Ala.

By Science Service

WASHINGTON, March 28— The cost of a college education has doubled since 1940, Lawrence G. Derthick, commissioner of education, U. S. Department of Health, Education and Welfare here, reported today.

Fri. 3-29-57

In 1940 it cost an undergraduate student $747 a year if he went to a public college and $1023 if he went to a private one. Now, the cost is $1500 for the public college and $2000 for the private one.

The study showed that two-thirds of the men worked their way through as well as half of the women. The men averaged $486 a year and the women averaged $265.

In 1952-53, the base year of the survey, students who stayed home spent about $100 per year, while if they lived in some other private home or dormitory it cost them about $350 more.

14 1957

Colleges Call for 'Bold New Steps'

Post & Times Herald

Teachers Needed in Quantity, Quality To Meet Student Rush, Talent Race

Washington, D. C., Sun. 3-24-57

p. 20-A

By Jeanne Rogers
Staff Reporter
Third of a Series

The colleges of the future won't have enough teachers. There will be a tidal wave of new students in the next 15 years, plus an overall national shortage of talented people.

In the words of the Nation's leading educators, after a Chicago conference on problems facing higher education:

"In the vigorous scramble for shares of this short supply of competent, well-educated manpower by industry, Government and other professions, teaching is at a serious and growing competitive disadvantage.

"If teaching salaries could be brought to a competitive parity with these other fields, it would help greatly, but even then it seems most unlikely that we could staff our colleges and universities with a really good teacher for every 13 students in 1970."

Therefore, the administrators declared, "bold new steps" must be taken on several different fronts to see that the quality of higher education does not suffer.

Prospects right now for the college teacher supply—and for educational quality—are not encouraging.

On the basis of the present student-teacher ratio of 13 to 1, and allowing for replacement of those who drop out in the meantime, the total number of new teachers required by 1970 exceeds by 100 per cent the total number now teaching.

There will be only one new Ph. D. available for every five or six new teachers needed.

This would cut the proportion of faculty members with doctorates to 20 per cent or less, from the present 40 per cent. Such a sharp decline in the average preparation of college teachers could mean a "progressive erosion of educational quality," the educators warned.

College presidents and trustees must look two ways at once, because the problem of teacher supply becomes also a problem of teacher demand.

The success of recruiting depends on making teaching more attractive. This can be done by improving graduate programs and teachers' employment conditions.

Conversely, better graduate programs and better conditions depend for their success upon recruiting enough high-ability people into teaching.

"The people most competent to identify and encourage tomorrow's teachers are today's teachers," according to Philip H. Coombs, secretary, Fund for the Advancement of Education.

Coombs said the primary job of recruitment must be done by the faculty members of undergraduate colleges.

Here is where national educational organizations can play an important role. Every local college faculty needs better information about graduate programs and fellowship opportunities, to counsel able students considering a teaching career.

The educators suggested that scholars in the old line disciplines of history, philosophy, economics and psychology give education the attention it deserves as a social force. "Then students might get more excited about it," they said.

Still, the graduate schools—with a monopoly on the market—must carry a major share of the burden of supplying good college teachers.

The college heads said the time has come to reexamine the Ph. D. process. They declared:

"The subject matter narrowness, the utter preoccupation with research, the sometimes arrogant attitude toward teaching as a second-class enterprise, and the huge investment of time and energy in the preparation of dissertations of dubious significance, require study—and, perhaps, remedy."

At any rate, they contended, students should be able to prepare for something "considerably richer" than today's garden variety of a master's degree, and more to the point, than the present Ph. D.

The college presidents said teacher training institutions must police their charges and weed out the stragglers.

As Donald P. Cottrell, dean of the College of Education at Ohio State University, put it:

"Young people float in and out of institutions to take up many different careers. And the profession of education has almost as wide a range of amounts of explicit training for its members as the Christian ministry . . ."

There are many approaches to better use of teachers. Some schools have undergraduate assistants who relieve teachers of routine burdens, and find their own appetites whetted for a teaching career.

Wednesday: What and how will the college of the future teach?

Avalanche of Students

Post & Times Herald

$10 Billion Yearly Education Bill Seen for Nation's Colleges in 1970

Washington, D.C. Mon. 3-25-57

p. 16-A

By Jeanne Rogers
Staff Reporter
Second of a series

It will cost the average American college and university $1000 a year in the near future to educate each student.

If enrollments reach the expected 6 million in 1970, the institutional cost, plus student living costs, will bring the total annual educational bill to $10 billion or more. This does not count the cost of needed new buildings.

This preview assumes that within the next 15 years privately controlled institutions will enroll one third of the total number of students.

Thus publicly controlled schools will have the responsibility of caring for two thirds of the total. Educators frankly state that the hordes of expected new students will cause a situation in which public schools will have to triple funds. They also admit the Government will have to subsidize the schools in one way or another.

Where to find this fortune is the most serious problem facing higher education today, according to representative college and university presidents, deans and business managers who attended a recent professional meeting.

Tuition Going Up

They agreed with the President's Committee on Education Beyond the High School, which stated in its recent first interim report: "Additional financial support must be provided . . . Sources of financial support for both public and private institutions must be expanded."

There is one way to raise the money. The educators, however, know the these facts:

- Increases in tuition and fees are inevitable, despite the usual cries of alarm.
- New bond issues and increased legislative appropriations will be required.
- Long-term borrowing for self-liquidating facilities will be relied on increasingly.
- The role of the Federal Government in supporting higher education is much discussed.

T. L. Hungate, controller of Teachers College at Columbia University, predicts that by 1970 Uncle Sam will meet at least one third and perhaps more of the total bill for the higher education of youth. And to this he adds appropriations for research and for the education of adults.

There is no doubt that private colleges, and many public institutions, must look to philanthropy as a major source of additional support needed to underwrite the expected avalanche of new students.

According to a survey of the Council for Financial Aid to Education, present private giving falls $600 million short of meeting the rock-bottom annual needs of the Nation's nearly 1900 colleges and universities during the next decade.

Public, Corporate Giving

College administrators therefore have decided to employ both the advertising gimmick of "make no little plans" and the old public relations chestnut, "do good and tell everybody about it."

They say educational fund raising must become at least a billion-dollar-a-year enterprise by 1966.

In launching a drive for $82.5 million for Harvard, President Nathan M. Pusey recently said:

"The plea I now make for Harvard College becomes by extension a plea for all higher education. All colleges and universities that are alive are in need."

The forthcoming Advertising Council campaign has aroused enthusiasm from alumni and from development and public relations directors.

According to Ernest T. Steward, executive director, American Alumni Council:

"For the first time, the impact of modern advertising techniques will be utilized in newspapers, magazines, radio, television, car cards and other communications media to sell the importance of higher education to the American public and enlist for it widespread support."

Business and industry are making more and more financial contributions to higher education. They also are initiating projects to help sell higher education to the public.

Ford Foundation grants of $260 million for faculty salaries have focused attention on the fact that the key to quality education is a well-paid teaching force.

Alert administrators are revitalizing their alumni programs, including their publications. They realize they cannot expect something for nothing.

Tuesday: Who will teach in the colleges of the future?

Vaughn Asks Post Held by Dr. Clement

Constitution
Wed. 3-20-57
Atlanta, Ga.

Charlie Vaughn, Atlanta businessman, announced Tuesday he will oppose Dr. Rufus Clement, only Negro member of the Atlanta Board of Education, for nomination from the Third Ward in the May 8 city primary.

Charlie Vaughn

Vaughn said he will work to complete activation of recommendations contained in the Ivey report, to eliminate double sessions and provide a desk in a classroom for every student, to provide adequate schools and to interest parents and other civic-minded persons in helping develop the "best school program in the entire country."

He is president of the Grove Park Civic League, a member of

the board of directors of the West Side Development Corp., and is active in Parent-Teacher circles, having three children in the Center Hill Elementary School.

He served 42 months with the 34th Army Engineers in the Pacific theater in World War II. He also is a member of the Fortified Hills Baptist Church, Yaarab Temple Shrine, active in the Eastern Star, the West Fulton Lions Club, Mickey Cochran American Legion Post No. 235 and the YMCA.

1500 Meet On Eye-Ear Education

Post & Times Herald
Mon. 5-4-57
Washington, D.C.

By Phil Casey
Staff Reporter
P. 3-A

If the audio-visual convention that opened at the Sheraton-Park hotel yesterday is a sound forecast, America's moppets of the future are going to be a lot smarter than their forebears in classrooms today.

Fifteen hundred audio-visual specialists and teachers are looking over nearly 100 exhibits of "tools for the classrooms of the future, where children will learn better and faster." Scene is the annual convention of the Department of Audio-Visual Instruction of the National Education Association.

But if the "tools" are ever to get into many classrooms and learning methods are to be improved, the teachers will have to bestir themselves, an expert told the convention last night.

Dean Stephen M. Corey of Teachers College, Columbia University, said teachers, even as do the rest of us, tend to resist change.

Corey said studies have shown "it takes 18 years for 3 per cent of the schools to accept an innovation . . . it is not until 50 years have elapsed that the innovation is in evidence in most schools."

Corey said the experts have been mistaken for years in their belief that more and better learning automatically would result from the use of "more instructional materials." Desirable changes cannot be accomplished by persuasion or cajolery. "We all preach better things than we practice," he said.

The only way to improve teaching and learning methods is for the teacher to become "dissatisfied" with himself, and make an objective assessment of what is wrong and how to correct it, Corey commented.

Mixed with the wide range of electronic and mechanical gadgets for the "classrooms of the future" are booths of the Cereal Institute, Inc., the National Apple Institute, and Pepsi-Cola. There was one booth with books in it.

The Cereal Institute provides films on more nutritious meals, and these naturally include cereals, the man explained. The man at the apple booth said apples were good for the teeth. A pretty girl at the soft-drink booth said, "Children drink it, don't they? Besides, we're giving it away."

A man was handing out orange plastic balls by an RCA projector. He said, "They're a show-stopper. Last week, in Atlantic City, school superintendents stood in line all day to get them to take home to their children."

Rebuttal to C of C School Aid Views

Post & Times Herald
Washington D.C.
Mon. 5-6-57
P. 12-A

Sec. Marion B. Folsom's reproach to the U. S. Chamber of Commerce for its barrage of misleading propaganda against the school construction legislation was highly justified. Most members of the Chamber will undoubtedly be as dismayed as the rest of the general public that such violations of fair play have taken place in the name of their organization.

Secretary Folsom illustrated the reasons for his protest mostly from one piece of Chamber literature, "Washington Report" for February. He could have used many others, since numerous graphs and other publications with no more than a part of the truth in obscure print have been widely distributed. Let us analyze a single page entitled "Is There a School Emergency?"

One side is covered by a huge colored graph, showing that each year since 1947 more public schools have been constructed than were necessary —for increased enrollments. In the narrative on the other side the need for Federal assistance is portrayed as nonexistent, on the basis of enrollment increases alone, with a minor exception that will be discussed later. The graph, headings, and all but a few lines near the end give no hint of any other reasons to build new schools.

The U. S. Chamber of Commerce disregards the specific purpose of the legislation which is to eliminate the back log of need accumulated through a great economic depression and two wars. Then it hides more than one half of the total need for school facilities in a cleverly designed document certain to mislead the public. It ignores the overcrowding of 2,295,000 pupils in 1956 to which President Eisenhower referred in his special message requesting the legislation. No mention is made of schools necessitated by mobility of population or by the consolidation of schools. Only the few lines at the end mention the 840,000 pupils attending half-day sessions or the replacement of obsolete or unsafe schools.

The graph carries this basic fallacy forward and the narrative adds more. In 1947, it says, increased enrollments required 9500 classrooms and 16,000 were built. In 1950-51, comparable numbers are reported as 20,000 and 44,000, this just before the National Survey of School Facilities found the need to be 312,000 classrooms. In 1955-56 the Chamber found ". . . 38,500 were needed, 67,000 were built." The number of classrooms constructed in that year was 62,776—not 67,000.

Then the Chamber goes further ". . . the Office of Education's most recent estimate placed the need for 1956-57 at 41,300 classrooms—69,000 were built." The estimate of need referred to was 159,000 — not due merely to enrollment increases. The 69,000 referred to is the estimate of construction from July 1, 1956 to June 30, 1957, so the number actually constructed will not be known for many months.

On the same page, the Chamber overlooked the 33,750 classrooms constructed with substantial Federal funds under Public Law 815 since 1950, including them among the 470,000 classrooms described as built during the past ten years, "without Federal aid." (Some of the Chamber's literature claims 490,000 instead of 470,000 but Secretary Folsom placed the number at 406,000).

Near the end of the page the Chamber discovers 179,000 classrooms constructed over a period of 10 years in excess of those necessary for increases in enrollment, and says these were "used to absorb accumulated shortages and to replace obsolete buildings." Thus it counts 17,900 classrooms annually for a decade for purposes other than increased enrollments—certainly a minor fraction of the need. (Secretary Folsom says the true figures are between 4000 and 10,000).

Then the Chamber says the "crisis" consists of the 840,000 half-day pupils, or only 2.6 per cent of the enrollment. There is no mention of the 2,295,000 pupils in overcrowded conditions or the need due to other factors.

The truth is that the school construction necessary to bring our public school plant up to par is at least 100,000 classrooms each year for four years. Enrollment increases will require an average of not less than 45,000 each year during the period. Elimination of overcrowding will add at least 20,000 each year, and this part of the program should be accelerated for the sake of the children now in school. Replacement of obsolete facilities makes necessary another 20,000 classrooms annually, and an allowance of 15,000 for mobility of population, construction due to consolidations and normal replacements of over-age facilities is conservative.

Informed persons in the U. S. Office of Education have said that the real need is for 112,000 classrooms annually for four years. There were 62,766 constructed last year. We need a Federal assistance program to increase school construction at least 50 per cent without further delay.

EDGAR FULLER,
Executive-Secretary, Council of Chief State School Officers.
Washington.

A New Era Dawns; What Must We Do?

Courier
Sat. 3-16-57
P. 17

EDITOR'S NOTE — Ofield Dukes is a student at Wayne University, Detroit, Mich., and writes Kampus Kapers for the Courier's Detroit edition.)

Pittsburgh, Pa.

Fellow-Greeks

We, as Negro college students, are in the dawn of a new era. The walls of segregation and racial prejudice are slowly beginning to crumble. Particularly, Negroes are being admitted to white Greek-letter organizations. Just recently, a sorority was tossed off the University of Michigan campus for racial restrictions in its charter.

Discrimination, prejudice and segregation are reciprocal terms. If whites now must open up their fraternities and sororities to us, are we, in turn, willing to integrate our ranks? If so, what steps are being taken to promote or stimulate integration at Wayne . . . or are we content to keep the status quo?

■

SOUTHERN NEGRO college students probably would be surprised at how we purposely segregate ourselves at Wayne, not only against whites, but also against other Negroes who don't belong to our particular group.

Inquired a freshman last week, "Why do all of us bunch up in groups at noon in the cafeteria? There's always a group of us in one corner, another group somewhere else. There is little mixing."

■

WE EXPLAINED that these were Negro Greek letter organizations and this was the custom. The Kappas have their table, the Alphas their table, and likewise for the AKAs, Deltas and Omegas.

I AM A fratman, believe brotherhood is fine, but this segregated type of brotherhood on a college campus up North is not conducive to the progress of integration. College life supposedly affords students with opportunities to broaden their scope of friends . . . but if Greeks are going to shut or isolate themselves from non-members of their fraternal clan, if they feel that, as Greeks, they have reached their social Utopia, then Negro Greek organizations are not in step with the march of time or integration.

■

THE ROOT OF integration is social contact, and if social contact is limited to one particular group, integration will be slow in coming. Instead of sitting around and waiting for the NAACP, the Rev. Martin Luther King Jr., and Thurgood Marshall, and other race leaders to bring integration to us, we should generate some initiative and help promote better racial understanding.

This is a new era challenge for Negro Greek groups. Either we accept the challenge, or time and integration will shove all "segregated" Greek organizations into oblivion.

Fellow-Greeks, the integration challenge is ours.

Yours in brotherhood and integration
OFIELD DUKES
Wayne University
Detroit, Mich.

14 1957

'Blueprint' Urged for D.C. Schools

Post + Times Herald P. 1-6 Thurs. 2-21-57

New Board Member, Ruth Spencer, Cites Lack of Standards

Washington D.C.

New District Board of Education member Ruth B. Spencer called yesterday for a "blueprint of local children's needs." She said a plan on standards and teaching methods must be met within the next 10 years.

"There's no uniformity to our school system from the top to the bottom," Mrs. Spencer charged at the regular monthly Board meeting. "We're simply not meeting the needs of our children. We're (here in Washington) supposed to be statesmen in education . . . aren't we? I want to see what's wrong, and how to cure it," Mrs. Spencer said. "I want a master plan for the next 10 years."

Mrs. Spencer said she was referring to standards and teaching methods—not a costly building program, although that also "is important."

School Superintendent Hobart M. Corning replied: "There are an awfully lot of good things going on."

"I'd like to see them," countered Mrs. Spencer. "I really want a master plan in the next 10 years."

Wesley S. Williams, Board member, urged the Board to do "something concrete at this time" about the teaching of sex education. "My phone rings," Williams commented also, "about the lack of showers taken by kids, and actually, I would like a report from every high school."

"It's a question of social hygiene," he declared. "This question of social hygiene and sex is something we have to take care of . . . it is becoming more and more critical."

Mrs. Frank S. Phillips, School Board vice president, said she thought the schools should have more "in-service teachers and counselors."

The School Board appointed Mrs. Agnes N. Arnold, assistant principal of MacFarland Junior High, to assistant principal of Western High School.

Flexible School Theory Urged

Post + Times Herald P. 10-A Washington D.C.

See Book Review, Page E6

America's education programs should be geared at once to the demands of the second industrial revolution, Agnes E. Meyer, author and lecturer, warned educators yesterday.

Mrs. Meyer, wife of the chairman of the board, The Washington Post Co., lectured at the annual dinner of Kappa Delta Pi, professional education fraternity, held in Atlantic City.

"The children who are now in school will either be enjoying its infinite blessings or condemned to suffer from its worst consequences," Mrs. Meyer said.

Sun 2-17-57

Children she added, must be trained not as in the past for specific occupations, since these occupations may be obsolete by the time they graduate from high school or college.

"The learning of this, that or the other subject is less important than methods of learning that will lead to the desire for continual learning and the ability to carry it on with critical judgment . . . " Mrs. Meyer emphasized.

"Without this flexibility in our educational curriculum," Mrs. Meyer said, "our schools will remain what they have been, a reflection of a society that has been left behind."

The speaker called for the development of a new philosophy of education "which heals the gap in our thinking between science and humanism."

Mrs. Meyer said the "clever people who now guide Communist strategy have shifted the cold war from a competition in arms to a competition in brains."

Stressing that "our educational system must develop minds capable of scientific outlook and inquiry," Mrs. Meyer said that to continue a system "that imparts facts without the meaning of facts will never preserve human freedom."

Mrs. Meyer said scientific method of teaching has "this unique advantage—it is the most effective way of arranging material for the encouragement of thought."

"Scientific method as the greatest single binding force among men is the surest source of international goodwill, peace and unity," Mrs. Meyer said. She added: "It is our main hope that atomic weapons can be outlawed and a rational plan of disarmament achieved."

Mrs. Meyer explained that her lecture was a condensation of her latest book, "Education for a New Morality," published last week.

At the meeting, the honor society announced the election of four persons, Mrs. Meyer among them, to membership in its Laureate Chapter.

The Chapter, established in 1925, has a maximum membership of 50 persons rated as outstanding in the field of education or as friends of education.

Others elected were: Howard E. Wilson, Washington, of the Educational Policies Commission; Vivian T. Thayer, Alexandria, former University of Virginia professor and former educational director of the Ethical Culture Schools, New York; and John K. Norton, New York, president of the American Education Research Association.

Dixie Negroes Poor On Tests, Gain Rapidly During College

Commercial Appeal P. 8 Thurs. 2-14-57

By The Associated Press

NEW YORK, Feb. 13.—A report of a scholarship project says Southern Negroes from segregated high schools show up poorly on college aptitude tests but catch up quickly once they get into college. Memphis, Tenn.

The report was based on a two-year project in 45 Southern cities. It also included a followup study of 167 out of 523 Negro students who were helped by the project to go to colleges outside the South.

The project was carried out by the National Scholarship Service and Fund for Negro Students, under a $170,000 grant from the Fund for the Advancement of Education. The fund was set up by the Ford Foundation.

3,000 Given Tests

More than 3,000 high school seniors in 78 Negro high schools in the 45 cities were given the scholastic aptitude tests, the report said. They were chosen by their school officials from the top 10 per cent in high school grades.

Of some 1,700 qualifying for college in the test, the report said, some 1,100 expressed a desire to seek admission and scholarships at interracial colleges, and 578 carried through the effort.

Of the 578 who sought admission, 523, or nine out of 10, were accepted by non-segregated colleges throughout the nation, with scholarship help from the colleges and the NSSFNS.

A majority of the others who qualified for college ultimately attended segregated schools.

Results of the project were made public Tuesday in a report by Richard L. Plaut, entitled "Blueprint for Talent Searching: America's Hidden Manpower."

The report said when the NSSFNS "Southern Project" introduced the scholastic aptitude tests in the Southern high schools, the qualifying score was set as low as was practical.

"In almost all of the schools this was the first time that students had been asked to take such a test," the report said.

Below National Average

"Partly as a result of their inexperience with such tests, a large number of the students scored considerably below the national public school average . . .

"Within the top 10 per cent of the seniors in the very same schools, the scores ranged tremendously; students scored from below the lowest scores among all public high school students taking the regular college board tests, all the way to the one-tenth ranking highest among the national group."

Reporting on the one-year survey of the college records of 167 students in the project, the report said:

"Educationally, almost all of the students studied were successful. And, strangely enough, the students from deprived families did better, on the average, than those from the higher social and economic level . . . further data revealed that the grades of students tended to improve between the freshman and sophomore years."

The report said the follow-up study also indicated that those students who took part in college activities and social life had better grades than those who did not, and that "those who, in addition, worked for pay, did best of all."

The study shows that segregated, inferior schools in the South have hampered the current effort to prepare and to use to its maximum the nation's manpower for the advancement of the country along all lines.

* * * P. 10

THE STUDY was made over two years under a $170,000 grant from the Fund for the Advancement of Education of the Ford Foundation. It was conducted in 45 southern cities and included followups of 167 out of 523 students.

Tests were given to more than 3,000 high school students in 78 schools in 15 cities where the aptitude tests were given. The high school seniors chosen were from the top ten per cent.

Of some 1,700 qualifying for college in the test, 1,100 expressed a desire to seek admission to and scholarships at interracial colleges and 578 succeeded.

Students From South Catch Up In College

Journal + Guide Sat. 3-2-57 Norfolk, Va.

NEW YORK — Students from inferior segregated high schools who ranked mediocre in aptitude tests caught up quickly during their collegiate years, it is disclosed in a report of scholarship winners from the South last week entitled "Blueprint in Talent Search: America's Hidden Manpower." P. 10

25-Pupil Classes Seen By Educator in 20 Years

Post + Times Herald P. 4-B
Washington, D.C.
Thurs. 3-7-57

Associat

William G. Carr of the National Education Association (NEA), says that by 1978 the Nation will have about two million teachers, and classes will average no more than 25 students.

Predicting the number of teachers would increase by half a million in the next 20 years, the NEA executive secretary said "nearly all youth of normal capacity will finish high school, and an increasingly large proportion of these will complete the equivalent of college."

Writing in the centennial issue of the NEA Journal, published today, Carr said "we shall make the early years of childhood educationally more constructive.

"More systematically than at present, high school students with special capacities will be guided into scientific, technical and professional pursuits . . .

"Millions of adults will 'go on learning' for greater vocational efficiency, for culture, and for recreation."

Carr said the attitudes toward schools and colleges held by the American public should change markedly.

"Education will be understood as an integral part of society just as we now recognize the basic roles of government and business," he continued.

"Obtaining funds for schools and colleges should become less difficult as education's contribution to the maintenance and improvement of society is more clearly recognized.

"More than ever, organized education will support the moral and spiritual values of the home and the church."

The Journal, monthly publication of the NEA, says it is the official organ of 700,000 teachers and school administrators "who this year are marking 100 years of progress and achievement."

Expert Calls for More Audio-Visual Devices

Post + Times Herald P. 13-A
Wash. D.C.
Sun. 3-3-57

Teachers must "educate for change," an expert in audio-visual education told the national convention of the Audio-Visual Education department of the National Education Association at the Sheraton-Park Hotel yesterday.

The speedup and change in accumulated knowledge is taking place so rapidly that "we can not only see it but can say: 'Here it comes—there it goes'," Don G. Williams, director of the Syracuse University Audio-Visual Center, said.

Williams said one reason audio-visual aids weren't being considered generally as one solution to the expanding problems of education is "that we have not developed a philosophy . . . around which we could rally and attack."

There's much said and written about teachers — their shortage, their load, their methods—but not enough about "improving the quaity of instruction," he said.

Williams urged "local production" of visual aids and visual-aid teaching methods to meet specific classroom situations. He pointed out that the old-fashioned "blackboard" was itself a visual aid, and said simple and more modern visual and audio aids are vital to the modern educational program.

Another speaker, Richard B. Hull, director of radio and television broadcasting at Ohio State University, said "Educational TV is here to stay." He said it is becoming more prominent and its aim is to contribute to the "improvement of instruction."

The 1500 convention members will vote today on a number of resolutions, including one that would recommend experimentation in use of subscription television for educational purposes and another that would authorize support at Federal Communications hearings for the continuation of educational television channels already allocated.

BIAS RISE PLAGUES SCHOOLS IN STATE

New York
Sun. 3-3-57

Education Department Acts to Eliminate Frictions—Population Shift Cited

By BENJAMIN FINE

An unusual number of racial and religious incidents have plagued school communities in the state in recent months.

This trend is causing serious concern to the state education officials. Many of the issues that would have been resolved by the school system itself now are brought to the State Education Department.

Dr. James E. Allen Jr., Education Commissioner, is disturbed at the friction found in school districts throughout the state. Hs is being asked to serve as the arbiter in many of these incidents.

The situation is particularly severe in suburban areas. Frequently the conflict arises when new residents come to a community and upset the traditional "native" way of life.

Several days ago residents of New Hyde Park, L. I., argued over the question of placing a "doctored" version of the Ten Commandments in the schoolhouse. Several incidents relating to observance of Christmas in the classroom were brought to the commissioner last month.

Many recent conflicts have arisen on the question of integration. The National Association for the Advancement of Colored People (New York State Conference of Branches) has filed a brief with Dr. Allen, charging that discrimination exists.

The association has brought charges against one community for failing to employ a Negro teacher.

Also, the organization said that requests to help end segregation practices have been received from residents of New Rochelle, Hillburn, Hempstead, Freeport, Amityville, Jamaica, New York City, Lackawanna and Buffalo.

In each instance, the Negro parents involved, and in many cases white parents, have complained against all-Negro or predominantly Negro schools.

The State Education Department is now ready to take the lead in reducing the many cases of tension and friction that have been taking place.

Certain steps have been taken or are planned for the coming months:

One is the establishment of a Division of Intercultural Relations in Education. This division, created a week ago, will enforce the State's anti-discrimination laws in education to insure that every pupil "has an equal educational opportunity regardless of race, color, religion or national origin."

Another step is the bringing together of community leaders in a series of conferences. Dr. Allen plans to invite school officials, community leaders, religious spokesmen and interested citizens to a series of conferences in Albany this Spring.

The problems that cause friction and tension will be brought out into the open. From these discussions may come constructive means of reducing or eliminating the conflicts. Conferences will be held on a local and regional basis

The Department also will seek to give more emphasis to the solution of conflicts by the residents involved.

Instead of coming to Albany with every issue involving religious or racial controversies, the local communities will be encouraged to resolve the problems among themselves.

The State Department will try to get a more wholesome attitude among the various segments of the population.

"We are greatly worried at the increase in the number and intensity of the interacial problems," Dr. Allen declared. "Some of the school superintendents do not know how to handle the new issues that are arising.

"We hope, through the State Department, to develop guides and principles to help the school administrators."

"Some of the suburban communities thought that everything would continue to go along smoothly," Dr. Allen said. "They had no problems dealing with religion or racial discrimination.

"But the situation has changed. The influx of new residents of all kinds, of differing religions, races and colors, has suddenly complicated the situation.

Folsom Slaps at Critics Of Federal School Aid

Post + Times Herald P. 6-B
Wed. 3-13-57
Washington D.C.

By Grace Bassett
Staff Reporter

Secretary of Health, Education and Welfare Marion B. Folsom struck back at critics of Federal aid to education yesterday as he told Congress the classroom shortage was not "a mirage or a figment of imagination."

In a strong statement before the House Education subcommittee, Folsom said the "very serious classroom shortage" will not be solved by "statistical legerdemain or by pretending it does not exist."

Folsom claimed that the subcommittee recently has been given statements "that have been seriously misleading, and some have been clearly inaccurate."

Folsom's remarks aroused criticism from Rep. Ralph W. Gwinn (R-N. Y.), but other members of the subcommittee, including Democratic Chairman Cleveland M. Bailey, of West Virginia, praised Folsom for his testimony.

The subcommittee is considering the Administration's proposal for a four-year program to provide $1.3 billion in grants and other aid for school construction.

Folsom insisted that the 2.2 million children overflowing the nation's classrooms are "not imaginary." His survey showed critical immediate need for 159,000 classrooms, Folsom said.

He challenged critics of these statistics to furnish more accurate rigures of their own. The United States Chamber of Commerce has published different estimates of classroom shortages.

Folsom reiterated President Eisenhower's support of the program as urgently needed and a sound investment. He called it "false economy" to economize at the expense of education.

Folsom stressed that he favored solution to school problems on the state level, but he urged the Congressmen to face the fact that states cannot solve their problem in the face of continued increasing enrollment.

Folsom failed to convince Gwinn. He criticized Folsom's figures on the ground they were gathered from school superintendents who made hasty estimates of their classroom needs in hope of getting Uncle Sam to foot the bill.

"Would you be interested to know that Arizona, for instance, based their report on round figures," Gwinn asked.

This aroused Rep. Peter Frelinghuysen Jr. (R-N. J.) to respond, "I don't care if they're square figures. What are you driving at?"

Gwinn said he wanted to take the superintendent's estimates state by state when hearings resume at 10 a. m. today.

To School Board
Sat. 1-26-57

Dr. Joseph Willis Parker, Jr., 39-year-old practicing physician, was named last week to the school board at Rocky Mount, N. C., by unanimous vote of the Rocky Mount board of Aldermen.

He is the first colored citizen to become a member of the group in modern history. (J. B. Harren Photo)

Rocky Mt. medic gets school post

Afro-American Sat. 2-2-57
Baltimore, Md.

ROCKY MOUNT, N.C.— Dr. Joseh W. Parker Jr., 39-year-old practicing physician and civic leader, last week was appointed as a member of the city school board. P. 2

This was the second "first" in race progress for local citizens within the past two weeks.

DR. JOSEPH. W. PARKER JR.
Named to school board

The first was Rocky Mount's welcome to Jim Boyd, winner of the light heavyweight boxing crown in the 1956 Olympics, on Jan. 11.

* * *

A GRADUATE of Johnson C. Smith University, Charlotte, and Howard University in Washington, Dr. Parker succeeds a longtime member of the board who retired recently because of failing health.

Rocky Mount's youngest doctor was nominated to the aldermanic board by Kemp D. Battle, leading local attorney.

Battle reminded all in his nomination speech that since local colored citizens furnish 40 per cent of the school population, colored residents should have at least one representative on the board.

* * *

DR. PARKER married the former Miss Opal Malone, native of this city, and he is the only son of Mr. and Mrs. J. W. Parker Sr. The young Parkers have four children.

He is a member of Kapa Pi, medical honorary society; basileus of the local chapter of Omega Psi Phi Fraternity, member of Frontiers Club, Presbyterian Church and other civic groups.

EDUCATORS SPLIT ON FEDERAL AID

Times P. 66-L

Issue of U. S. Funds Tabled by School Board Group at National Parley

Tues. 2-17-57

By BENJAMIN FINE

Special to The New York Times.

ATLANTIC CITY, Feb. 16— The issue of Federal aid divided educators here today.

After arguments for and against Federal funds in school construction, the delegates at the National School Boards Association conference voted to table the troublesome question.

In what was called by some as a "pussyfooting" move, the Resolutions Committee presented two statements on aid at the closing business session. One called for support of the Federal aid bill recommended by President Eisenhower. The other urged its defeat.

"I guess you might call this ducking the isue," Dr. Taylor T. Hicks, president of the association, said as he offered the resolutions.

Those favoring Federal aid pleaded that the states need help from the Federal Government to build more schools, that children are being deprived of adequate schooling, that a crisis in education exists and the Federal Government has a greater taxing power than the states.

Those who opposed the aid proposal maintained that any Federal funds would inevitably lead to Federal control, that local school boards would have their authority undermined, that the tax burden would become too heavy and that the states can take care of their own needs.

In the midst of the debate, a compromise-minded delegate moved to table both resolutions. The delegates quickly approved the motion by a 4-to-1 vote.

Two Debate on Aid

At another session, Federal aid was debated by Dr. Edgar Fuller, executive secretary, Council of Chief State School Officers, and Bert W. Levit, president, California School Boards Association. Dr. Fuller said that it was "incredible" that the delegates could dodge what he termed this vital issue.

However, Mr. Levin said that Federal aid would bring with it Federal controls and interference in the public schools. He added that in his opinion President Eisenhower was mistaken in sponsoring the Federal aid program.

An expected floor fight for the association presidency did not develop. The delegates elected Everett N. Luce, president of the Midland, Mich., Board of Education, to head the association. Mr. Luce's position was described as one that favored "state's rights" rather than a national position on controversial issues. Carl B. Munck, who was scheduled to but did not oppose Mr. Luce, was elected vice president.

20,000 Attend Convention

A record number of 20,000 superintendents, teachers and school officials are attending the eighty-third annual convention of the American Association of School Administrators. More than thirty allied educational groups are meeting at the same time here. The administrators are a department of the National Education Association.

Results of a study on ways to improve the training of school superintendents were announced by Dr. Paul J. Misner, president of the association. The study, under a grant of $6,000,000 from the W. K. Kellogg Foundation, began in 1950, and will continue for two years. The study urged better training programs for superintendents.

Cecil B. DeMille, producer-director, was cited for "outstanding service to education." Golden Key awards were presented to Gen. Maxwell D. Taylor, Army chief of staff, and Beardsley Ruml, economist. Awards were presented to Clifford H. Nowlin, Kansas City, Mo., 93-year-old former teacher of General Taylor, and Miss Alice Rudd, Cedar Rapids, Iowa former teacher of Mr. Ruml.

Pupil Expulsion Plan Scored by Welfare Council

Post + Times Herald P. 1-B
Thurs. 2-21-57
Washington D.C.

Advisers Recommend Improved School Facilities, Psychiatric Aid

By Eve Edstrom
Staff Reporter

Public welfare advisers yesterday denounced School Superintendent Hobart M. Corning's proposal to expel problem children, declaring it was based on the "untenable principle that the incorrigible child does not need to be educated."

Instead of expulsion, they declared, "every effort should be made by the community to improve school facilities." Class size should be reduced and psychiatric help made available to children with special needs.

The Public Welfare Advisory Council members agreed to state their opposition to the expulsion plan at a public hearing slated by the Board of Education. Corning has recommended a new law to permit the School Board to expel children who are dangerous to others.

Sees "Less Safeguards"

"The community will have less safeguards if the child is excluded than if he remains in school," said Mrs. David L. Bazelon, acting chairman of the council.

Expulsion, the Rev. Leo J. Coady said, is not the answer because:

"The community is still responsible for the care of these children and it would, unquestionably, mean that an additional burden would be placed on the Welfare Department and that the total expenses to the community would be considerable."

Welfare Director Gerard M. Shea noted that if an excluded child is answerable to no one, "there would be nothing to prevent him from getting into serious trouble and becoming a welfare ward.

Shea has proposed a transitional school for these children plus a pooling of community services in their behalf after school hours.

Family Life Discussed

In other actions, council members assailed the community's lack of concern over the "insidious and expensive" deterioration of family life here.

They will ask the District Commissioners to call together health, welfare and recreational leaders to develop a plan for improving the family life of those who do not meet community standards.

To illustrate the need for this, they cited 10 cases of dependent children admitted for emergency care at Junior Village during one week, beginning Jan. 25. Included in these admissions were:

- Children found unattended when one of them caught on fire and was hospitalized. Physical condition of the children was extremely dirty and uncared for. Mother later explained she had left them to buy a pair of shoes and visit a beauty parlor.
- Girl admitted with "multiple contusions to back, neck and arm." Removed from home after having been beaten by her father.
- Family of seven, ages 7 months to 8 years, admitted

after mother deserted.

Shea said Junior Village is bulging with 275 dependent children, as are the department's institutions for delinquents. Last month, he said, 53 children were committed as delinquents, the highest number since May, 1953. More than one-fourth of these children were committed for truancy.

Council members also voted to seek a meeting with National Capital Housing Authority officials to determine if more equitable rental scales can be devised for families on public relief.

This is a perennial problem caused by the fact that Federal rent subsidies are not allowed for welfare families. In some cases, they pay $54 a month for the same apartment which is rented for $21 to a family not on relief.

400 TEACHERS STRIKE; CLOSE CITY'S SCHOOLS

Daily Tribune
Chicago Ill.
Tues. 2-5-57
p. 8

Manchester Officials Seek Injunction

Manchester, N. H., Feb. 4 (AP) — The 400 public school teachers in this largest New Hampshire city went on strike in a wage dispute today and the city's 24 school buildings were closed.

"No classes are in session; they have been canceled until this problem is settled," said Dr. Augusta M. Nichols, school superintendent.

It was the first teacher strike in the city's history.

City officials arranged for a hearing in Superior court on a plea for a temporary restraining order forcing the teachers to return to work. The mayor said teachers are violating their contracts with the city.

Students Sent Home

Some of the city's 9,200 public school students reported to the two high schools and 22 elementary schools this morning but they were sent home when no teachers appeared.

Dr. Nichols said classes had been scheduled today despite a warning by the Manchester Teacher guild, an independent union, that no teachers would report.

By an 8 to 5 vote, the school board issued a last minute order that the teachers would be placing their contracts in jeopardy if they failed to appear.

Ask 17 Per Cent Raise

About two weeks ago the mayor and board of aldermen gave all city employes a 10 per cent wage boost but the teachers said it wasn't enough money. They sought about 17 per cent.

The teachers demand these annual maximum salaries: Teachers with a master's degree, $5,300; with a bachelor's degree, $5,000; no college degree, $4,700. Present maxima for the three categories are $4,414, $4,214, and $4,014.

Governor Won't Intervene

Gov. Lane Dwinell, a Republican, called the strike "an intolerable situation" but said that because it appeared to be a "local problem" he had no immediate plan for intervening.

"To my mind," he said at his Concord office, "There is no right to strike against the state or any of its political subdivisions. This would appear to be a violation of teachers' contracts."

4-Track System Pays Off

Post + Times Herald
Thurs. 2-21-57 Washington D. C. P. 1-2

'Retarded Students' Gain 3 Grades Of Reading Ability in Less Than Year

The District public school's "get-tough" reading program for tenth graders is paying off.

According to a report from McKinley High School Principal Charles E. Bish a group of "retarded students" since last fall have pulled themselves up by two or three grade levels in less than a year.

Under the school system's four - track program, which is geared to the achievement level of young people, McKinley's 214 tenth graders were tested about two weeks ago.

The results were startling:

- Seventy-nine pupils made a gain in reading of between one and two years.
- Seventy-five gained from two to five years.
- Forty-seven pupils showed gains from one year.
- Twelve pupils showed no gain at all.

The class was 70 per cent Negro. School officials point out that the results indicate that Negro students can pull themselves up as well as other students when stimulated.

Assistant School Superintendent Carl F. Hansen said the test results on McKinley must be studied thoroughly before firm conclusions can be drawn.

But, he declared, the school system should demand more of students now considered behind in reading. He added that students, currently rated in the lowest rung of the high school four-track have shown a desire "to pull themselves up."

The four-track high school plan, in which students follow four different courses of study according to abilities, was started in September when school officials admitted that too many youngsters were falling behind in the fundamental courses of reading, writing and arithmetic.

Reading skills, according to school officials, are the essential keys to all learning.

Federal Loans Urged for Students Declared Fit for College Education

Post + Times Herald Thurs. 2-21-57 P. 1
Washington D.C.

Pictures on Page B10

A Nation-wide system of Federally-financed scholarship loans to students who will best benefit by college education was proposed here yesterday.

Eric A. Walker, president of Pennsylvania State University, coupled his proposal with another, that a national system of qualifying examinations be conducted annually for all students at 9th and 12th grade classroom levels—to better determine which students are best college material.

The educator, an engineer as well as a university administrator, made his proposals here as guest speaker for the third annual Engineers and Architects Day observance at Hotel Willard. Some 700 of the area's leading scientists and engineers attended the morning and mid-day events.

Specially honored at the luncheon were six area scientists and engineers, given professional achievement awards, and nine mathematics and science teachers of area schools, presented with "recognition of competence" citations and cash awards.

Concerning his Federal scholarship, pay-back proposal, Walker said that plain give-away scholarship programs would likely be "misused." He suggested that the Federal scholarship grants by the Government could be repaid by their recipients in a 10-year period following college graduation.

As to the proposed Nation-wide system of examinations at the two school levels, Walker said they would provide a more orderly and productive way of identifying students best suited for higher education "than our present haphazard ways."

At the morning panel discussions, W. H. Brandt, manager of engineering of Westinghouse Electric Corp., Pittsburgh, Pa., said that the Soviet Union, long known for its seemingly limitless manpower supply is fast approaching United States in brain power.

In the field of automation, he reported, the Soviets may already be on a par with this country, even exceeding this country's automatic factories in machine tool making. Brandt was a member of the U. S. Automation Team which visited Russia by invitation in the fall of 1955.

Yesterday's program and awards were sponsored jointly by the District of Columbia Council of Engineering and Architectural Societies; the D. C. Society of Professional Engineers; the Washington Academy of Sciences, and the Washington Section, International Radio Engineers.

Presented Professional Achievement Awards were C. Chubbuck, 32, of Johns Hopkins University Applied Physics Laboratory, Silver Spring; Elizabeth H. Cuthill, 33, of the Nuclear Reactors Branch, David Taylor Model Basin; Burton H. Sexton, 33, traffic and transportation consultant, Bethesda; Lieut. Thomas T. Sizemore Jr., 25, National Security Agency; John William Townsend jr., 32, Atmosphere and Astrophysics Division, Naval Research Laboratory, and M. Gordon Wolman, 32, Water Resources Division, U. S. Geological Survey.

Winners of first-place honors of citations and $125 prizes in science and mathematics teaching hereabouts included Donald A. Williamson, of Bethesda-Chevy Chase High School; Mrs. Mary I. Kent, Montgomery Hills Junior High School, and Mrs. Rhoda J. Scott, Anne Beers School, fifth grade, here.

Second place teaching honors, with citations and $75 prizes, went to Neal Haygood, Hoffman-Boston High School, Arlington; Robert C. Haynes, Kenmore Junior High School, Arlington, Loretta S. Webb, Phoebe Hearst School, fifth grade here.

Third place teaching honors with citations and $50 prizes were awarded to George E. Taylor, Wakefield High School, Arlington; G. Lamberton, Paul Junior School here, and Kathleen F. Rodgers, Edwin L. Stanton School, fifth grade, here.

Vaughn Asks Post Held by Dr. Clement

Constitution
Mon. 3-18-57
Atlanta Ga.
P. 20

Charlie Vaughn, Atlanta businessman, announced Sunday he will oppose Dr. Rufus Clement, only Negro member of the Atlanta Board of Education, for nomination from the 3rd Ward in the May 8 city primary.

Vaughn said he will work to complete activation of recommendations contained in the Ivey report, to eliminate double sessions and provide a desk in a school classroom for every student, to provide adequate schools and for parents and other civic-minded persons to help development of the "best school program in the entire country."

He is president of the Grove Park Civic League, a member of the board of directors of the West Side Development Corp., and is active in Parent-Teacher circles, having three children in the Center Hill Elementary School.

He served 42 months with the 34th Army Engineers in the Pacific theater in World War II. He also is a member of the Fortified Hills Baptist Church, Yaarab Temple Shrie, active in the Eastern Star, the West Fulton Lions Club, Mickey Cochran American Legion Post No. 235 and the YMCA.

Vaughn resides with his family at 670 Alta Place, NW.

Five Senators Seek Student Loan Program

Journal & Guide
Sat. 4-6-57
Norfolk, Va.

WASHINGTON — (INS) — Five Republican Senators joined this week in sponsoring legislation setting up an eight-year billion dollar college student loan program.

Sen. Jacob J. Javits of New York, was introducing the bill which would permit loans of up to $1,000 a year for five years, repayable over a ten-year period, to needy students.

* * *

FIVE PER CENT of the direct loans could go to foreign students, who could make repayments in local currency.

In addition, the measure provides a program of government insurance on loans made by private sources, including colleges and universities.

Co-sponsors of the bill are Senators Irving Ives, New York; John S. Cooper, Kentucky; Frederick Payne, Maine; and J. Glenn Beall, Maryland.

Choosing a School Board

Post & Times Herald p. 16 c 4

District Court Judge James R. Kirkland was quite justified in saying the other day—as he has said before and as this newspaper has said, too, on many an occasion—that the responsibility for choosing a Board of Education should not be imposed on Federal judges. The system is undemocratic; it exposes the judges to a kind of political pressure from which they ought to be free; and it aggravates the thraldom of this community. We think, however, that there was little warrant for Judge Kirkland's chiding of the community as apathetic because the court has received few nominations for School Board vacancies from civic organization and service clubs.

Star p. A-25 - 57

The truth is that the court has never been very hospitable to recommendations from local groups. Although it has, fortunately, made some fine choices, it has sought generally not so much to please interested segments of the public as to avoid displeasing anyone at all. In a good many instances, therefore, it has selected persons with no backing simply, it seems, because they were persons regarding whom there was no opposition; in short, they were persons with no involvement in school controversies, little experience in school affairs and few conspicuous qualifications for School Board membership. At times, moreover, the court has seemed to be in a great hurry to announce appointments to impending vacancies before any support for individual candidates could be generated or organized.

We think there would be no apathy whatever about School Board appointments if Washingtonians could play an effective part in making them. The way to give Washingtonians an effective part is not, as Judge Kirkland suggested, to shift the power of appointment from the court to the nonelected Board of Commissioners; it is, rather, to shift the appointing power to the general public. Whatever form of government may be decreed for Washington, its board of education ought to be chosen either directly by the people who live here or by their elected representatives.

14 1957

DR RUFUS E CLEMENT

Dr. Clement Will Seek Re-Election

Daily World
Sun 3-10-57
Atlanta, Ga.

Dr Rufus E Clement announced this week that he would seek re-election to the Atlanta Board of Education from the Third Ward during the May primary election.

Dr. Clement, president of Atlanta University, the first Negro in the history of this city to ever hold such elective position, was first elected in 1953.

He has more than 33 years experience as an educator. Of that time he has lived in Atlanta nearly 20 years.

The president received his masters of arts and doctorate degrees from Northwestern University. He is a native of Salisbury, N. C.

He and his wife, who reside at 691 Beckwith St. S W, are the parents of a daughter.

14 1957

Named School Board's Prexy

Courier P-3
Pittsburgh, Pa.
Jul 5 1957

EAST ST, LOUIS, Ill.—Dr. Arthur M. Jackson Jr. has been elected president of the East St. Louis Board of Public Education.

Prior to being elected as the board's first Negro president, Dr. Jackson had held the distinction of being its first Negro member. His election as president raised quite a few eyebrows in the area because East St. Louis is generally regarded as a hotbed for segregationists.

Urge integration in post of school superintendent

Afro-American Magazine
Baltimore Md.

New York—The NYC Board of Education has been asked to consider the appointment of a "qualified colored educator" to fill the vacancy on the board of superintendents caused by the recent death of Dr. John F. Conroy.

Cat. 6-8-57

The request was made last week by the Urban League of Greater New York and the NYC, Bronx, Brooklyn and Jamaica branches of the NAACP in a telegram to Superintendent of schools William Jansen and Board President Charles Silver.

The telegram said, in part:

* * *

"WHILE APPOINTMENT to educational posts should not be made on the basis of race, race should also not be a bar to deserved promotion."

It said that a number of qualified persons, "such as Dr. John B. King, assistant superintendent of schools, and Dr. Francis A. Turner, assistant director of the Bureau of Community Education, have done outstanding work and deserve promotion.

"Whenever colored persons are absent over a continued period of time from policy making posts in public agencies, there is always at least the suspicion that they may have been excluded because of racial considerations."

asked Dr. William Jansen to appoint a Negro to the Board of Superintendents.

A vacancy exists in the board, which consists of nine associate school superintendents. It is customary for the position to be filled from among the assistant superintendents, or from one of the higher supervisory positions in the system.

Advocate 12

In a telegram to Dr. Jansen, the Superintendent of Schools, the associations said that there never has been a Negro appointed as associate superintendent.

"While appointment to educational posts should not be made on the basis of race," the telegram said, "race should also not be a bar to deserved promotion.

"In this case, where qualified Negro candidates are easily discernable, such an appointment could reflect great credit upon the administration, and especially in this period when all of us are deeply engaged in blazing a path for the nation in the matter of public school integration."

Hi staffer tn europe

HAMPTON, Va. — Dr. Boris E. Nelson, professor of music and English and until recently (May 20) acting director of public relations at Hampton Institute, has been appointed to the staff of the Colby College Summer School of Languages in Maine. This will mark his fifth summer at the school.

Negro Proposed For New York School Board

Advocate p. 1
Jackson Miss.
Cat. 6-8-57

NEW YORK, N. Y., June 2.—The Urban League of Greater New York and various city chapters of the National Association for the Advancement of Colored People

14a 1957

Adult Education

Times P 4-C

Study Finds Need for Special Curriculum and Teachers

Sun. 6-16-57

Most adults returning to the public schools have immediate and urgent educational needs, which can be met only by a program of education designed for adult interest, convenience, habits and mores, it was reported recently in a guidebook, Public School Adult Education, published by the National Association of Public School Adult Administrators, a department of the National Education Association.

This manual for teachers and administrators coincides with the observance in many communities of the 100th anniversary of adult public education. The report calls for an adult education program in every school system.

The study warns against making adult education programs mere extensions of elementary and secondary education. It emphasizes that this is a different type of education that requires a different curriculum, different course content, different methods, materials, facilities and counseling services.

Literacy Unit to Be Organized Monday In an Effort to Train 10 Million in U. S.

Times Sun. 6-16-57

Sat. 6-15-57

Special to The

WASHINGTON, June 14—A National Commission on Literacy will be organized here next Monday.

The arm of the Adult Education will work toward the education of the 10,000,000 adults who never got past the fourth grade in school. They are known as "functional illiterates."

Dr. Ambrose Caliver, chairman of the Adult Education Association's section on fundamental and literacy education, is organizing the commission. Dr. Caliver is chief of the Adult Education Section of the Federal Office of Education.

Dr. Williard E. Givens, former executive secretary of the National Education Association, will serve as temporary chairman. A permanent chairman will be chosen Monday. The commission will have twenty-six members.

"The National Commission on Literacy will attempt in every possible way to get rid of the high functional illiteracy statistics in this country," said Dr. Givens.

"Of 10,000,000 such illiterates, 4,000,000 are native whites, many of them in mountain regions; 3,000,000 are foreign-born whites, mostly concentrated in the big cities, and 3,000,000 are Negroes, mostly in the industrial centers.

"I see no justification of a nation as wealthy as ours having that many illiterates. For cultural, social and economic reasons, they should be helped to an education—we hope through their local school systems."

Parent-Teacher Convention

Advertiser Tues. 4.9.57

May Attract Record Crowd

Montgomery Ala

By E. P. WALLACE

UNION SPRINGS, Ala. — The 43rd annual session of the Parent-Teachers Association Convention will convene at the Carver Junior High School, Bessemer, Thursday and Friday, April 25-26 and, according to information released by Miss Tessie M. Oliver, state president, the convention is expected to be largely attended.

Miss Oliver, who is also Jeanes Supervisor of Bullock County Schools, states that information relative to the annual meeting has been mailed to local P-TA officials as well as county, district and state leaders. From advanced returns, it is evident that this year's session should surpass all previous ones from every standpoint.

Delegates are reminded to make reservations early. Those desiring to comply with the committees' request should write Mrs. Lillian Sykes, 1208 — 27th St., North, Bessemer, Ala. The meeting will be in session two days with the first beginning at 9:30 Thursday morning, April 25.

"ADDED INFORMATION"

Mrs. Thelma S. Morris, State Program chairman, releases the following schedule: local presidents, first general session, Thursday, April 25, at 9:20 a.m.; Departmental chairmen and Clinic Leaders, second general session, April 25, at 1:30 p.m.; board of manager and past presidents, third general session. April 25, at 7:45 p.m.; county, city and district presidents, fourth general session, April 26, at 9 a.m. and County organizers, fifth general session, April 26 at 1:30 p.m.

The theme for 1957, "Building Together For Our Children," will be exploited from several aspects. The guest list will include many representatives from Washington, D. C., as well as state leaders and educators.

The Alabama Association is a branch of the National Congress of organization and has one of the largest memberships in the nation. Reports dealing with the activities of the association during the past 12 months will be made at the Bessemer meeting.

Association Of Colleges To Meet At Union Univ.

RICHMOND, Va. — Observing the theme "Achieving an Improved Quality of Education," the 24th annual conference of the Association of Colleges and Secondary Schools will be held here December 3rd to 6th at Coburn Hall, Virginia Union University.

Dr. Buell G. Gallagher, president, City College of New York, will address the group at its opening session Tuesday night, December 3 on the subject "Strengthening Human Relations by Creative Education Processes."

ATLANTAN TO PRESIDE

Presiding will be Dr. B. R. Brazeal, dean, Morehouse College, Atlanta, and Association president who said certain of the meetings will be open to the public. The conference will feature several outstanding speakers.

In succeeding sessions Dr. J Lloyd Trump, professor of education, University of Illinois; Dr William F. Quillan, Jr., president Randolph-Macon Women's College and Dr. Robert P. Daniel, president Virginia State College, will be the speakers.

The banquet address will be delivered by Dr. Mordecai W. Johnson, president, Howard University, on "Achieving World Perspective by Improving the Quality of Education."

During, a panel discussion Wednesday December 4, Doctors of Philosophy William H. Brown, education professor, North Carolina College at Durham; Norman Burns, professor, University of Chicago and Sadie M. Yancey, dean of women, Howard University will discuss the theme as it relates to the "College and University Level."

MORON TO MODERATE

Dr. Alonzo G. Moron, president, Hampton Institute, will serve as moderator.

A Thursday morning panel on "Educational Challenges to Member Institutions of Low Comparative Scores on Standardized Tests" will include Dr. Richard L. Plaut, executive vice-president, National Scholarship Service and Fund for Negro Students; Dr. Martin D. Jenkins, president, Morgan State College, and Dr. Warren G. Findley, assistant superintendent for Pupil Personnel Service, Atlanta Board of Education.

Dr. Charles H. Thompson, dean, Graduate School, Howard University will serve as moderator.

Union University has planned a reception for convention delegates Tuesday evening at the College Inn ,and on Wednesday the Richmond Inter-Fraternity Council will stage an informal "get-together" at the Lee Street YMCA.

Association officers are Dr. Brazeal, president; John E. Godwell, principal, Phyllis Wheatley Senior High School, Houston, Tex. first vice-president; James A. Colston, president, Knoxville College, second Kirkwood, principal Douglas High School, Henderson, Ky.; L. A. Morgan, principal, Central High School, Galveston Tex.; John F. Potts, president, Voorhees Junior College, Denmark, S. C.; Frank A. Tolliver, principal, Stephens-Lee High School Ashville, N. C.; C. J. Johnson Jr., principal, C. A. Johnson High School, Columbia, S. C.; E. C. Land, principal, Lowery High School, Donaldsonville, La.; Richard V. Moore, president, Bethune-Cookman College, Daytona Beach, Fla.; S. Meredith Moseley, principal, Dillard High School Fort Lauderdale, Fla.;

W. A. Reed, Jr., principal, Harris High School, Meridian Miss.; A. V. Boswell, vice-president, Tennessee A and I State University, Nashville, Tenn.; S. A. Cain, principal Morristown College High School, Morristown, Tenn.; B. M. Montgomery, principal, Rosedale High School, Birmingham, Ala.; W. H. Pitts principal, Parker Gray High School, Alexandria, Va., and Chauncey G. Winston, chairman, Division of Social Sciences, Bennett College Greensboro, N. C.

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STATE REPRESENTATIVES

State representatives of the Association expected to attend are C. W. DuVall, principal, Spencer High School, Columbus, Ga.; H. B. Ala.; St. Philip's College, San Antonio, Texas and Voorhees Jr. College, Denmark, S. C.

White Schools Added

White accredited schools added included:

Alabama—Phil Campbell, Phil Campbell High School; Red Bay, Red Bay High School.

Tennessee—Cleveland, Bradley

Jonesboro, Jonesboro High School; and Memphis, Memphis University School.

White schools dropped:

Tennessee — Middleton High School, did not apply.

Negro schools added:

Kingsport, Douglass High School.

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Hawkins Elected

James W. Hawkins, principal of Harding High School, Charlotte, N. C. was named president-elect and will be installed next year.

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Junior colleges accepted were Daniel Payne at Birmingham,

14b 1957

Association Of Colleges To Meet At Union Univ.

RICHMOND, Va. — Observing the theme "Achieving an Improved Quality of Education," the 24th annual conference of the Association of Colleges and Secondary Schools will be held here December 3rd to 6th at Coburn Hall, Virginia Union University.

Dr. Buell G. Gallagher, president, City College of New York, will address the group at its opening session Tuesday night, December 3 on the subject "Strengthening Human Relations by Creative Education Processes."

ATLANTAN TO PRESIDE

Presiding will be Dr. B. R. Brazeal, dean, Morehouse College, Atlanta, and Association president who said certain of the meetings will be open to the public. The conference will feature several outstanding speakers.

In succeeding sessions, Dr. J Lloyd Trump, professor of education, University of Illinois; Dr William F. Quillan, Jr., president Randolph-Macon Women's College and Dr. Robert P. Daniel, president Virginia State College, will be the speakers.

The banquet address will be delivered by Dr. Mordecai W. Johnson, president, Howard University, on "Achieving World Perspective by Improving the Quality of Education."

During, a panel discussion Wednesday December 4, Doctors of Philosophy William H. Brown, education professor, North Carolina College at Durham; Norman Burns, professor, University of Chicago and Sadie M. Yancey, dean of women, Howard University will discuss the theme as it relates to the "College and University Level."

MORON TO MODERATE

Dr. Alonzo G. Moron, president, Hampton Institute, will serve as moderator.

A Thursday morning panel on Educational Challenges to Member Institutions of Low Comparative Scores on Standardized Tests" will include Dr. Richard L. Plaut, executive vice-president, National Scholarship Service and Fund for Negro Students; Dr. Martin D. Jenkins, president, Morgan State College, and Dr. Warren G. Findley, assistant superintendent for Pupil Personnel Service, Atlanta Board of Education.

Dr. Charles H. Thompson, dean, Graduate School, Howard University will serve as moderator.

Union University has planned a reception for convention delegates Tuesday evening at the College Inn ,and on Wednesday the Richmond Inter-Fraternity Council will stage an informal "get-together" at the Lee Street YMCA.

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White Schools Added

White accredited schools added included:

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Tennessee — Middleton High School, did not apply. Negro schools added: Kingsport, Douglass High School.

NegroColleges Are Admitted To Dixie Body

Action of Schools Unit Shatters Precedent

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May Attend Convention

Negro delegates will be permitted to attend the group's convention next year at Louisville, but executive status might present problems in other Deep South cities.

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His invitation was accepted, but the association executive committee still must make the choice final.

Schools Are Listed

Negro senior colleges accepted were Albany (Ga.) State; Atlanta University, Clark College, Atlanta; Bennett College, Greensboro, N. C.; Fisk University, Nashville; Florida A. & M., Tallahassee; Fort Valley (Va.) State; Hampton (Va.) Institute; Knoxville College; Morehouse College, Atlanta; North Carolina College at Durham; Talladega (Ala.) College; Tougaloo (Miss.) Southern Christian College; Tuskegee (Ala.) Institute; Virginia State College of Petersburg.

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Membership In Southern Ass'n Won

Journal & Guide
Norfolk, Va.
Sat. 12-14-57

8 Other Schools Eligible; Action Is Widely Hailed

p. 1

Special To Journal and Guide

RICHMOND, Va. — The long-sought equality of membership by Negro colleges in the Southern Association of Colleges and Secondary Schools began on a progressive basis here Friday when 18 institutions from an eligible list of 26 were granted full membership status.

Each of the 26 held membership in the SACSS's affiliated Association of Colleges and Secondary Schools (all-colored), but all of the non-white colleges and universities in the southern region were accredited by the SACSS under separate listings from the previously all-white association's member colleges.

• • •

THE EIGHT eligibles not given equal membership status at this time include some of the oldest and best known institutions.

The postponement of their enrollment in the SACSS at this time was understood to be prompted by the association's plan for progressive or gradual integration of all qualified Negro colleges and the action does not reflect on their academic and other ratings.

Each of the eight, incidentally, is fully accredited by the agency already.

• • •

THOSE ADMITTED during last week's session of the two organizations here were: Atlanta University, Morehouse College, Talladega College, Dillard University, Florida A. and M. University, Voorhees Junior College, Daniel Payne Junior College, Bennett College, Fisk University, Knoxville College, Virginia State College, Hampton, Institute, Tuskegee Institute, Clark University, Tougaloo College, Fort Valley (Ga.) State College, North Carolina College, and Albany (Ga.) State College.

The eight rated eligible for near-future membership are: St. Paul's College, Barber-Scotia College, Virginia Union University, Kentucky State College, Houston-Tillotson College, Stillman Institute, Texas Southern University, and Xavier University.

Journal & Guide

ANOTHER REPORT current during the gathering of educators here was that two or three colleges are about to be given coveted membership in the United Negro College Fund, which gives substantial financial assistance to its (present) 31 member-colleges for operating and other expenses.

Colleges executives have been pressing for some time for improved standards and requirements for accreditation of Negro institutions, and especially for equal, rather than affiliated membership.

Recognition of the persistent urgings of these college heads was given in several addresses heard during the sessions.

Sat. 12-14-57

FORMAL announcement of the relaxation of membership barriers was given the colored institutions' representatives here at a session of the group by the SACSS's executive secretary, Dr. Donald Agnew, and an associate Friday morning. At that time he identified the 18 accepted for immediate membership and the eight scheduled for membership later.

No decision has yet been made on giving similar membership equality to the Negro secondary schools, accredited also by the SACSS but relegated to membership in the affiliated ACSS.

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INDICATIONS are that the controlling sentiment in the Southern Association is for a several-year or staggered mode of integration. In time, it is felt, all qualified colleges and schools will hold membership on a fully integrated basis.

Such a goal is believed imperative to the best interests of the high schools and institutions of higher learning. For the first time it would give Negro institutions equal recognition with white schools for purposes of accredition and setting academic standards.

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MORE THAN one thousand white educators attended the meetings of the SACSS Dec. 3-6, and about 75 Negro educators. Up to now, 63 Negro colleges, though not accorded full membership, have been accredited by the association.

Fisk was the first Negro institution to win SACSS accredition, gaining that distinction in 1930. Its president, Dr. Stephen J. Wright commented: "This represents a great step forward from the standpoint of race relations and education in the South."

He pointed out that it would move Fisk and others admitted on a basis of equality into contact with policy-making for higher education in the region, and recognizes the fact that the elected and eligible new colored members meet the exacting qualitative and quantitative standards, not only for Negro institutions, but for all institutions of higher education in the South.

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PRESIDENT T. P. Baker of Austin, Texas, president of the accrediting association, told the organization's commission on secondary schools here earlier in the week that "the time had come to raise accreditation standards and to include Negro institutions in the organization."

He added: "The standards of the association should be higher than any . . . state standards . . . so that membership in the Southern Association means something. If it doesn't mean something, then the association will pass out of existence."

He concluded: "Many of us feel . . . that we are playing into the hands of integrationists when we say a Negro school cannot be accredited . . . when they cannot be a member of the organization."

Gallagher Heard At Conference

Journal & Guide
Norfolk, Va.
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Speaker Tells Educators Pattern Must Be Changed

p. 1

RICHMOND, Va. — Changes will have to be made in America's Jim Crow housing patterns before the race problem can be satisfactorily solved, Dr. Buell G. Gallagher, president of City College of New York, said at the opening session of the 24th Annual Conference of the Association of Colleges and Secondary Schools meeting at Virginia Union University. Dr. Gallagher declared, "He who rejects his neighbor because he doesn't like the neighbor's skin color, also rejects the Father of his neighbor who is his own Father as well."

The speaker told of two methods that could be used to change the patterns of discrimination - the courts and education. He continued:

• • •

"THE LAWS and the courts can be invoked to prevent pride of ancestry or religious bigotry or racial prejudice from defining community acceptability. This method usually brings initial resistance, at some cost to the community, but results in ultimate gains which more than offset the temporary losses.

The second method- education and persuasion - has been used with marked success in many churches, and is best accomplished through careful planning and hard work, the speaker said. Dr. Gallagher concluded:

• • •

IF EVER THE spirit of God is to walk among men and dwell with them, it will be in communities where all the sons of God dwell together. The alternative, .. to cling to the values of the Middle Ages in a day of democracy, is to threaten our entire culture with the disruptive forces of strife, dissension, violence and anarchy."

Dr. Samuel D. Proctor, president of Virginia Union, welcomed the educators to the campus and advised them to seek to develop students with intellectual, social and spiritual acumen. He said more emphasis must be placed on intellectual performance, and on getting rid of the Negro stereotype.

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DR. H. I. Willett, superintendent of Richmond Public schools, said "It will take more than science to meet the problems of today, the humanities must not be neglected."

He expressed concern over the fact that "we are spending considerably more for alcoholic beverages in Virginia than we are for education."

Others on the opening program included Dr. J. M. Ellison, chancellor of Virginia Union; Dr. Earl H. McClenney, president, St. Paul's College at Lawrenceville, Va., and Dr. B. R. Brazeal,, president of the Association of Colleges and Secondary Schools.

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ON WEDNESDAY, Dr. Alonzo G. Moron, president of Hampton Institute, was moderator of a panel discussion on "Achieving an Improved Quality of Education on the College and University Level." Panelists were Dr. William H. Brown, director of the Bureau of Educational Research, North Caroling College at Durham; Dr. Norman Burns, professor of higher education, University of Chicago; and Dr. Sadie M. Y'ancey, dean of women, Howard University.

Theme of the three-day conference was "Achieving an improved Quality of Education."

Several Top Colleges Snubbed by Rating Agency!

(Special to The Courier)

RICHMOND, Va.—Action by the Southern Association of Colleges and Secondary Schools in admitting only 18 Negro colleges and universities to full membership is being debated throughout the nation this week.

The association admitted only 18 to full membership, but accredited 63 Negro colleges and universities.

Protests were raised because the association failed to accord full membership to such top-flight schools as Tennessee State University, Southern University, Texas Southern University, North Carolina A&T College, Prairie View, Morgan Brown and Xavier.

Nationally prominent educators reasoned that the white-controlled association accorded full membership to only 18 colleges because it did not want to admit too many Negro colleges at one time. It is felt that all of the approved and accredtied 63 Negro colleges will be accorded full membership into the association within the next five years.

The action, taken by more than 1,000 white delegates from 13 Southern states, gave Negro schools full and equal status for the first time in the higher councils of Dixie education.

■

ADMITTED TO membership were the following schools:

Albany State, Georgia; Atlanta University, Clark College, Bennet College, Fisk University, Florida A&M University, Fort Valley State College, Hampton Institute, Knoxville College, Morehouse College, North Carolina College, Talladega College, Tougaloo Southern Christian College, Tuskegee Institute, Virginia State College, Daniel Payne Junior College, St. Philip Junior College and Voorhees Junior College.

The action meant that next year Negro delegates will be present at the organization's deliberations.

The admission of the 18 Negro colleges occurred at the 62nd annual meeting of the association and was accepted despite some opposition.

Approximately 63 schools have been investigated by the association prior to the action taken here.

New Orleans has been suggested as the possible site of the 1959 convention, but spokesmen for the association are openly concerned as to whether or not the organization will be able to meet in the Deep South with impunity since its membership rolls will not necessitate the inclusion of Negroes into convention plans.

Atlantan Presided Over Meet For Association Of Colleges

RICHMOND, Va. — "Achieving An Improved Quality of Education," was the theme of the 24th annual conference of the Association of Colleges and Secondary Schools, held here Dec. 3-6, at Virginia Union University.

Presiding over some of the sessions of this history-making four-day conference was Dr. B. R. Brazeal, president and dean of Morehouse College, Atlanta, Ga.

Among the featured speakers were: Dr. Buell G. Gallagher, president, City College of New York; Dr. Warren G. Finley, assistant superintendent Pupil Personnel Service, Atlanta Board of Education; Dr. Norman Burns, professor of Higher Education, University of Chicago; Prof. J. Lloyd Trump, professor of Education, University of Illinois; Dr. William F. Quillian, Jr., president, Randolph-Macon Woman's College; Dr. Robert T. Daniel, president, Virginia State College; Dr. Mordecai W. Johnson, president, Howard University; and Dr. Richard L. Plaut, of the National Scholarship Service and Fund for Negro Students.

Also presiding was John E. Codwell, first vice-president and principal, Phyllis Wheatley High School, Houston, Texas; who succeeds Dr. Brazeal as president.

Other officers elected are: Dr. James A. Colston, president of Knoxville College, first vice president; W. E. Combs, supervisor, Secondary Education, Florida State Dept. of Education, second vice-president; and Dr. L. S. Cozart, president of Barber-Scotia College, Concord, N. C., secretary-treasurer.

The Southern Association of Colleges and Secondary Schools in session at Hotel John Marshall also in Richmond, admitted 18 Negro colleges and universities, including three junior colleges to full membership.

The action taken at the wind-up sessions of the 62nd annual meeting of this association marked the first time any Negro school was admitted to full membership. The other Negro institutions accredited by the association retain their accreditation recognition.

According to President Brazeal, a Laiason Committee of the Association of Colleges and Secondary Schools and the Southern Association of Colleges and Secondary School had worked for a number of years to bring this about.

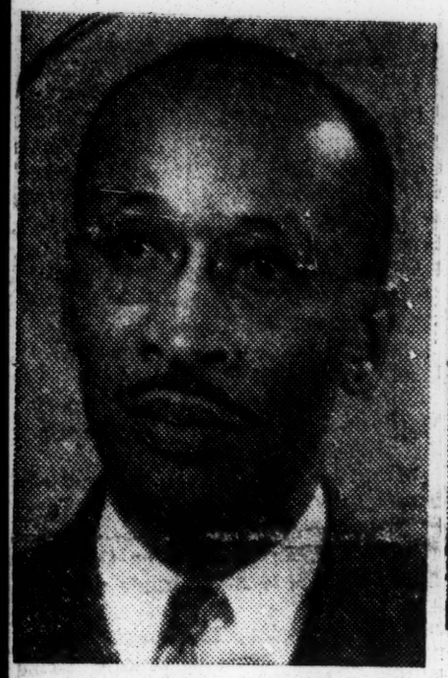
Dr. Brazeal emphasized that colleges not admitted to membership that are on the accredited list were still retained on that list.

"It is expected that a number of these institutions will qualify for full membership in the future in keeping with the standards set by the Southern Association of Colleges and Secondary Schools," he said.

Dr. Brazeal also pointed out that during the year rigid appraisals were made of 63 Negro colleges, with some members of the Association of Colleges and Secondary Schools serving on the committees.

The Commission of Colleges and Universities of the Southern Association of Colleges and Secondary Schools, under the direction of Donald C. Agnew, executive secretary, assumed full and complete responsibility for the appraisals and nomination of schools for membership.

NEW OFFICERS OF THE ASSOCIATION of Colleges and Secondary Schools were installed at the annual banquet last Thursday evening, December 5 on the campus of Virginia Union University, Richmond, Va. The installation ceremony was held following an address by Dr. Mordecai Johnson, president, Howard University, Washington, D. C. From left, Dr. B. R. Brazeal, dean, Morehouse College, Atlanta, Ga., past president; Dr. Johnson; Dr. John E. Codwell, principal, Phyllis Wheatley High School, Houston, Texas, president-elect; Dr. James A. Colston, president, Knoxville College, Tenn., first vice-president; Dr. L. S. Cozart, president, Barber-Scotia College, Concord, N. C., secretary-treasurer, and W. E. Combs, Florida State Department of Education, second vice-president.



WILLIAM JONES

NCC Business Manager Heads National Group

DURHAM, N. C. -- William Jones, Business Manager at North Carolina College has been elected President of the American Association of College Business Officers. Announcement of the election was made following the 18th annual meeting at Hampton Institute, Virginia over the weekend.

Other officers for 1958 are Wendell G. Morgan, Vice-President, Howard University, Washington, D. C.; B. A. Little, Southern University, Baton Rouge, La., (re-elected) Secretary; S. V. Jetter, Clark College, Atlanta, Ga., Assistant Secretary; and G. C. Birchette, Atlanta University, Treasurer.

Don A. Davis, Hampton Institute, was re-elected Placement Officer.

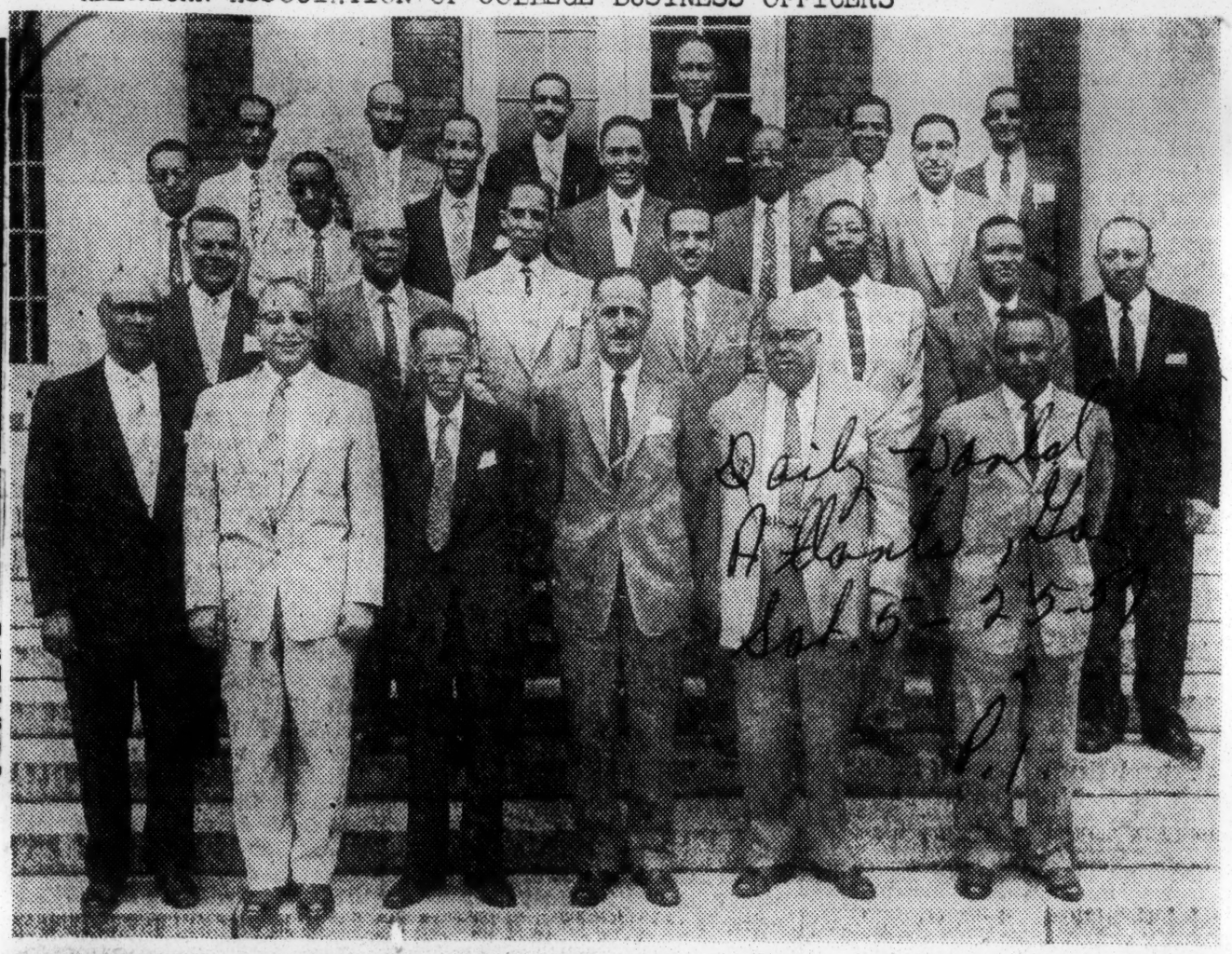
Harold K. Logan, Tuskegee Institute, retiring president and S. A. Parks, Maryland State College, were named to the Executive Committee.

The 19th annual session will be held in Washington, D. C., in 1958. Headquarters will be the Willard Hotel.

Mrs. H. S. Scarborough, Purchasing Officer, and I. W. Knight, Accountant, accompanied Mr. Jones to the meeting.

Jones served as treasurer of the business group for four years before his election in 1955 to the vice-presidency.

WILLIAM JONES, business manager at North Carolina College, Durham, was elected president of the American Association of College Business Officers at its 18th annual meeting at Hampton Institute (Va.) last weekend.



HAMPTON INSTITUTE GRADUATES attending the 18th annual meeting of the American Association of College Business Officers are shown above. They are: (Front Row, L-R) W. C. Erwin, Paine College, Augusta, Ga.; James B. Clark, Howard University, Washington, D. C.; William A. Shields, Gammon Theological Seminary; Alonzo G. Moron, Hampton Institute, Hampton, Va.; Don A. Davis, Hampton Institute; Burnett A. Little, Southern University, Baton Rouge, La.; (Second Row, L-R) Paul G. King, South Carolina State College, Orangeburg, S. C.; A. I. Terrell, Winston-Salem Teachers College, Winston-Salem, N. C.; L. W. Hatcher, Lincoln University, Jefferson City, Mo.; J. A. Ramos, Arkansas AM&N College, Pine Bluff, Ark.; Talmadge Moore, South Carolina State College; J. V. Perham, Mississippi Vocational College, Bena, Miss.; K. R. Jeffries, Elizabeth City State Teachers College, Elizabeth City, N. C.; (Third Row, L-R) E. W. Johnson, Hampton Institute; H. G. Pinkett, Delaware State College, Dover, Del.; G. S. Clarke, Alcorn A&M College, Alcorn, Miss.; L. C. Wyatt, Hampton Institute; Thomas Shields, Southern University; A. L. Palmer, Texas Southern University, Houston, Tex.; (Back Row, L-R) E. A. Bertrand, Savannah State College, Savannah, Ga.; William Jones, North Carolina College, Durham, N. C.; Leon C. Curry, Virginia State College, Norfolk, Va.; Norrece T. Jones, Cheyney State Teachers College, Philadelphia, Pa.; Norman R. Wilkins, Hampton Institute; and A. J. Pindle, Fayetteville State Teachers College, Fayetteville, N. C.

DELEGATES ATTENDING the 22nd annual meeting of the Association of Social Science Teachers at Texas Southern university are shown in this photo. First row, (3rd from right) is Dr. Edwin R. Edmonds of Virginia State, newly elected president. In fourth row is Dr. H. W. Roberts, past president of the association. Meeting with the Social Science teachers was the National Convention of Sigma Rho Sigma Honorary Social Science Society. The 23rd annual meeting will be held at Tuskegee Institute, Ala.

14b 1957

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Strong Resolution

Sat. 3-2-57

National Education Group Asks End To Segregation

Journal + Guide P. 11

Norfolk, Va.

ATLANTIC CITY, N. J.— At a meeting of the American Association of School Administrators here last week, attended by some 20,000 administrators, school officials and prominent educators, a strong resolution was adopted calling for local communities in the South to end segregation.

One of the largest bodies of its kind and affiliate of the influential National Education Association, the organization praised those school superintendents who had helped to resolve the issue without strife.

"IN THIS nation composed of people with diverse cultural backgrounds, traditions, customs, and preferences there is a common core of ideals fundamental to its greatness, the resolution said in part.

"The association it continued, believes that free and equal opportunities for education for all children and youth are essential to the perpetuation of these ideals.

The resolution was the strongest on integration ever adopted by the association.

Integrate, Dixie told by school officials

Afro-American Sat. 3-2-57

Baltimore, Md.

ATLANTIC CITY, N.J. — The American Association of School Administrators Wednesday called on the South to integrate in a resolution termed as one of the strongest ever adopted by the group.

P. 1

Passage of the resolution was hailed by officials "as more forthright and honest" than any of the previous recommendations by the affiliate of the National Education Association.

Resolutions passed by the superintendent's unit during the past two years have been described as being full of "milk and water." In addition, educators have been charged with "pussyfooting" on the issue.

* * *

THE SOME 20,000 administrators, school officials, and prominent educators in attendance also praised those superintendents who have helped resolve the desegregation issue without strife.

Strong action was also taken on the federal-aid issue as administrators noted the severe shortage of classrooms throughout the nation. Congress was urged to adopt a school construction bill.

Afro-American

And another total of 19 resolutions passed asked that schools provide the moral training that is badly lacking in many of the American home.

* * * P. 2

THE RESOLUTION calling on the local communities in the South to integrate was adopted unanimously. Entitled "Education and American Ideals and Opportunities," it said:

"In this nation composed of people with diverse cultural backgrounds, traditions, customs and preferences, there is a common core of ideals fundamental to its greatness.

"The association believes that free and equal opportunities for education for all children and youth are essential to the perpetuation of these ideals.

"We urge people in all states and all communities to do this in a spirit of goodwill, good faith, patience, deliberation and courage, fraught with humility."

College Ass'n Names Smith To Committee

TALLAHASSEE, Fla.—The appointment of C. J. Smith, public relations director at Florida A. and M. University, to a three-term period as a member of the information committee of the American Association of Land-Grant Colleges and universities has been announced by Russell I. Thackrey, executive secretary.

Mr. Smith

The committee has the responsibility of gathering and disseminating news regarding the role of the land-grant schools. William Nunn, director of public relations at the University of Minnesota, is committee chairman.

Smith is a member of the Public Relations Association of America, the American College Public Relations Association, and Sigma Delta Chi National Professional Journalistic Fraternity. He was graduated from Tennessee A. and I. State University in 1947 with a bachelor's degree and from the school of journalism of the State University of Iowa in 1948 with a master's degree.

C. J. SMITH, III director of public relations at Florida A&M university Tallahassee, has attended two meetings of the Information Committee, American Association of Land Grant Colleges and State Universities, in Denver, Col. Meetings were part of annual meeting of the American Association of Land Grant Colleges and State Universities.

LU Staffers To Land Grant College Association Meet

Call p. 3
Kansas City, Mo.
Jan 12-6-57

JEFFERSON CITY, Mo. — Among the representatives at the Land Grant College Association meeting, which convened in Denver, Colo., Nov. 11 to 14, were three faculty members from Lincoln university: Dr. Earl E. Dawson, president; Mrs. Marcia Hammons, acting chairman of the department of home economics; and Dr. James N. Freeman, chairman of the department of agriculture.

Sixty-nine colleges and universities, which includes schools from each of the 48 states as well as from Hawaii, Puerto Rico, and Alaska, were represented at the meeting.

General emphasis during the sessions was on the need for increased training in science and means of revamping study programs to meet this need.

14b 1957

Hampton Hosts Science-Math Conference

Journal and Guide
Sat. 3-23-57
Norfolk, Va.
P. 10

HAMPTON, Va.—A conference of science and mathematics teachers, sponsored by the American Association for the Advancement of Science, is set at Hampton institute on March 22-23, according to Dr. Frederick Inge, chairman of the HI Department of Natural Sciences, who will preside.

Conference participants will include science and mathematics teachers from local high schools, instructors in the departments of Natural Science and Mathematics at HI, and HI students doing practice teaching in the sciences. School board officials and supervicors as well as science teachers of Newport News, Warwick and Hampton have also been invited to attend.

* * *

DR. E. J. McSHANE of the Mathematics Department of the University of Virginia at Charlottesville will serve as special consultant. On Friday evening, he will discuss "Problems of Science Teaching in the College", and on Saturday he will speak on "Problems of Science Teaching in the Secondary School" for secondary school teachers of the area.

All sessions will be held in HI's DuPont Auditorium, and interested persons are invited to attend.

Hampton Staffer To Vermont Conference

HAMPTON, Va.—J. Saunders Redding, James Weldon Johnson professor of creative literature at Hampton Institute, will be one of four guests at the 16th Annual Middlebury College Conference in Vermont, and will discuss "The Role of the Intellectual in America".

The other speakers will be author-editor Richard Rovere, historian and Pulitzer-Prize winning poet Peter Viereck, and traveler-teacher Perry Miller. David Thompson, a member of the faculty at McGill University who has served as moderator at past conferences, will again act in this capacity.

Professors and Principles

Nation Newyork My —

A new kind of threat to academic freedom has been developing on certain Southern campuses, where faculty members have been dismissed for openly espousing the cause of desegregation and, in some instances, joining anti-segregation organizations. The issue was brought to the floor of the annual meeting in New York last week of the American Association of University Professors, and the response was gratifying. The delegates, warning that such dismissals "have the effect of undermining the freedom and integrity of these institutions and of education generally," approved a resolution affirming the right of both faculty members and students to belong to organizations that seek, by lawful means, to support desegregation in schools.

The resolution does no more, of course, than to affirm the obvious: i. e., that no one ought to be punished for believing in a decision of the United States Supreme Court. But in the context, it was a courageous action; and especially so for those professors who, having voted "aye," must now return to Southern campuses to face their (financial) bosses.

TEACHERS UPHOLD RACE RIGHTS FIGHT

Oppose Bans on Membership in Groups Seeking Lawful Ending of Segregation

The American Association of University Professors said yesterday taht students and faculty members had the right to belong to organizations seeking the lawful elimination of segregation in education.

The association, which has 37,500 members at 1,000 accredited colleges and universities, deplored any legislation or administrative action that would "deny or inhibit" this right.

The organization took the stand at its forty-third annual meeting, held at the New Yorker Hotel. The two-day session, which ended yesterday, was attended by more than 200 delegates from faculty groups throughout the country.

At the opening session on Friday, the committee on academic freedom and tenure reported that some faculty members had been dismissed in the South because of their views on desegregation. The committee warned that a serious situation might be "brewing" with regard to possible further dismissals.

In adopting the resolution on the rights of students and faculty members, the association said that the annual meeting "notes with alarm the loss, and threatened further loss, of teachers and students by institutions of higher learning subject to repressive laws and social forces in sections of the country where the principles enunciated by the United States Supreme Court with respect to racial desegregation are being resisted."

"Such repression, if continued," the statement asserted, "can only have the effect of undermining the freedom and integrity of these institutions and of education generally."

The original resolution specified that teachers and students had the right to membership in "the National Association for the Advancement of Colored People or any other group." This reference touched off considerable discussion and the delegates finally voted to strike it from the resolution.

One delegate said that the reference "might give rise to trouble in some places with regard to membership in this [the professors'] association." Another, from the South, said that mentioning the N. C. A. A. P. in the resolution was like "waving a red flag" at the state legislatures and might hurt the institutions as well as desegration.

Other delegates, however, said that the reference was important because some legislatures had specifically barred teachers from membership in the N. C. A. A. P., under penalty of dismissal. They argued that "if we believe we are right, we ought to face the issue."

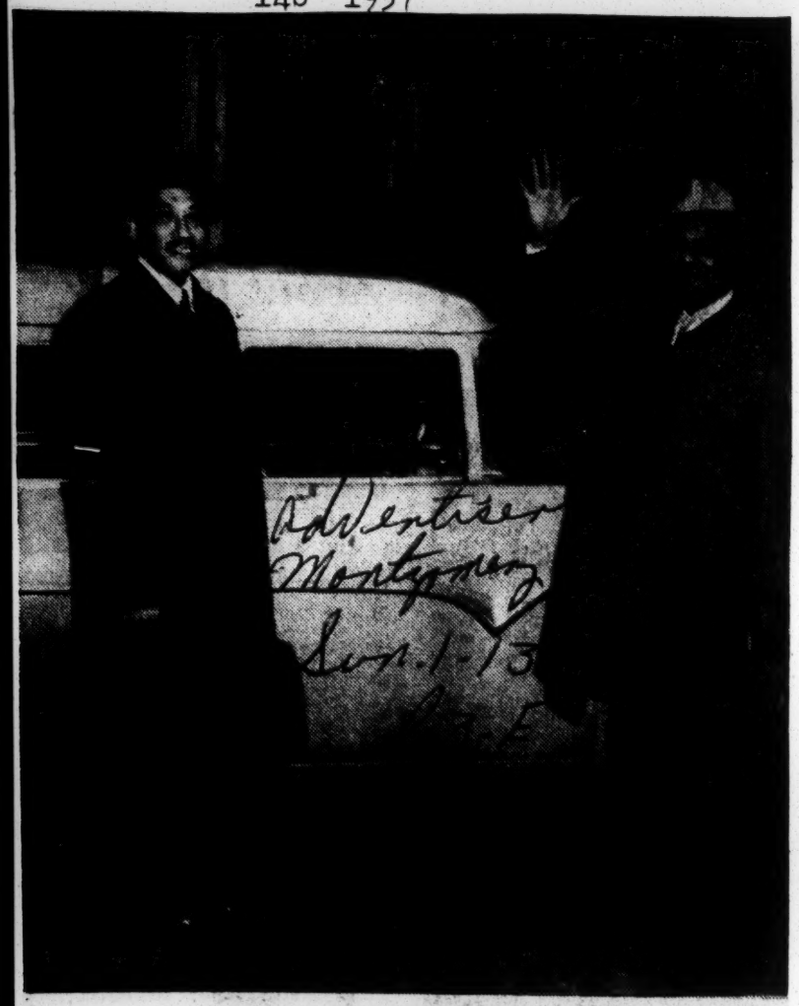
In another resolution, the meeting asserted "the right of college and university students to listen to anyone whom they wish to hear" and affirmed "its own belief that it is educationally desirable that students be confronted with diverse opinions of all kinds." The delegates declared that "any person, who is presented by a recognized student or faculty organization, should be allowed to speak on a college or university campus."

The association also warned that in attempting to meet the demands of increased enrollments in the years ahead, the nation's colleges and universities should not sacrifice professional standards of teaching and research.

In the debate on resolutions, it was pointed out that the statements represented the position of delegates at the annual meeting, and were not necessarily binding upon the entire membership.

14b 1957

ASSOCIATION OF AMERICAN COLLEGES



ON THEIR WAY

14b

President Arthur D. Gray and Dean Cohen T. Simpson leave Talladega College for Philadelphia, Pa., where they attended a meeting of the Assocition of American Colleges, Jan. 7-10.

L. A. man at college sports publicists' meet

Tribune P. 2c
Wed. 8-14-57
Los Angeles, Calif.

CHICAGO — For the second consecutive year, Ernest E. Goodman and Charles A. Ray, attended the sports division of the American College Public Relations association's annual convention as its first and only Negro delegates.

GOODMAN & RAY

Goodman is publicist for Howard university; Ray, whose home is in Los Angeles, where his family lives, is publicist and an English instructor at North Carolina college, Durham.

The convention was held at the Bismarck hotel here last week, and Goodman moderated a public relations panel on problems of small colleges, on which Ray took part. Ray also serves as director of the Central Intercollegiate Athletic Association news service.

College Group Studies Federal Scholarship Plan

Evening Star
Wed. 3-6-57
Washington, D.C.
P. 18 a

CHICAGO, Mar. 6 (AP).—The Association for Higher Education, representing some 16,000 college and university presidents and faculty members, took up today a resolution proposing that the Federal Government take part in a program of scholarships for able and needy college students.

Little opposition to the resolution was expected at the association's national conference, but another proposal affecting American parents' pocketbooks was considered likely to produce some heated floor debate.

The controversial resolution called on the association to reaffirm its stand of previous years in favor of a Federal income tax credit for payment of tuition and educational fees to tax-exempt accredited colleges. The credit, to be subtracted from the final tax, would be limited to 30 per cent of the tax or a maximum of $450.

Benefits Disputed

Opponents of the credit plan contend it would not benefit the approximately 40 per cent of family heads whose income is so low that they pay little or no tax anyway. The proposal was hotly contested in the Resolutions Committee, which reported last night, and some Resolutions Committee members were expected to carry their opposition to the floor.

The plan has been approved repeatedly in past years by several important higher education groups, but some others besides the AHE now are taking a second look at it. The Executive Committee of the American Association of Land-Grant Colleges and State Universities has voted to recommend to its members that they withdraw support for it.

The scholarship proposal is similar to one proposed last fall by the land-grant group and to one recommended by a subcommittee of the American Council on Education. The council and the Association of American Colleges are now polling their members on the proposal in a joint questionnaire. Returns are reported to be running 70 per cent in favor of Federal scholarship support.

AHE Conducting Poll

The recommendation of the AHE Resolutions Committee apparently was on the strength of returns from a poll which the AHE itself is conducting. Returns on the AHE poll are running over 80 per cent in favor.

All three proposals—land-grant, council-AAC and AHE—call for generally similar standards.

All envision that other sources, private and public, would continue to carry on scholarship activity. Federal funds would be distributed by State agencies direct to individual recipients, who would have free choice of college and course of study. Amount of aid would be pegged to need.

Other AHE resolutions included proposals for:

1. A Federal program in support of university extension work in general educational subjects. Extension work on "the agricultural and mechanical arts."

Building Funds Asked

2. Federal participation in the cost of building and maintaining buildings for ROTC use. At present the Government pays reserve officer trainees, furnishes instructors and provides equipment.

3. Federal income tax exemptions to teachers for expenses incurred in summer study and other professional improvement activities.

4. Continuation of the Federal Government's loans for college dormitories, with speedier processing of loan applications.

5. More money for the United States Office of Education and a greater role for the office in Federal educational affairs.

ASSOCIATION OF TEACHERS COLLEGES

14b 1957

Alabama A&M In Association

Post-Herald
Birmingham, Ala.

Special to The Post-Herald

HUNTSVILLE, March 21 — Alabama A&M College here was accepted for membership in the Association of Teachers Colleges at the group's ninth annual meeting in Chicago recently, A&M President J. F. Drake announced this week.

The association is a national organization composed of more than 300 colleges and universities throughout the United States whose basic objective is improvement of the quality of teacher education.

College Language Assoc. officers represent 9 states

Sat. 4-27-57 Afro-American Baltimore, Md.

DURHAM, N.C.— Educators from nine states will guide affairs of the College Language Association for 1958 when the 18th annual conference is held at Texas Southern University, Houston, Texas, next April 3-5.

States represented are Louisiana, North Carolina, Texas, Florida, Maryland, Arkansas, Virginia, Georgia and Ohio. Dr. Blyden Jackson, chairman of Southern University's English department, is the new president.

Other officers are:

Dr. Charles A. Ray, North Carolina College, vice president, John F. Mathous, Dillard University, treasurer; Dr. Anne M. Campbell, Prarie View State College, secretary; Mrs. Essie Cartwright Lopez, Florida A. and M. assistant secretary, Miss Bessie Dickerson, Grambling College, assistant.

DR. THERMAN B. O'Daniel, Morgan State College, Baltimore, corresponding secretary-deitor of the CLA Bulletin, and Oliver E. Jackson, Arkansas A.M. and N., parliamentarian.

Also in administrative posts are Dr. Hugh Gloster, Hampton Institute, founder, member-at-large for life; Mrs. Billie G. Thomas, immediate past president; Miss Johnny Marie McCleary, Texas Southern University, and Dr. Albert Barrian, Central State College, members-at-large.

In addition to presenting and discussing papers relating to language, literature and arts, the educators also reaffirmed their earlier firm stand on integration in the nation's schools.

* * *

A 1955 resolution is said to restate CLA's position as "..endorsing only such decisions as will lead, as quickly as possible, to the full participation in and opportunity for public education for all American citizens, irrespective of race, creed or national origin."

Presenting papers in the English section were:

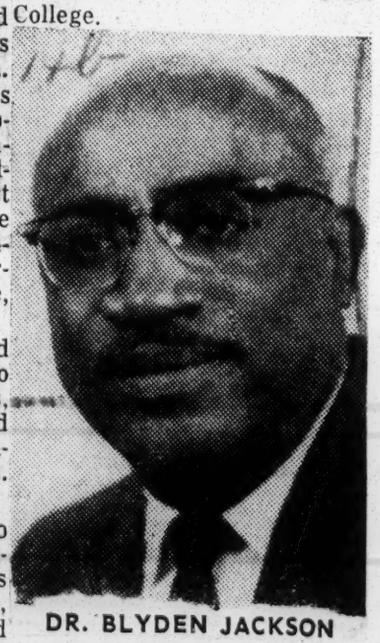
Hammett W. Smith, Bluefield State College, James E. Byrd, East Texas State Teachers College, Mrs. Juanita Williams, LeMoyne College, Dr. Harry L. Faggett, Florida A and M University, and Dr. Darwin Turner, Morgan State College, Baltimore.

In the foreign language section, papers were presented by Dr. Milton G. Hardiman, Lincoln University, (Mo.), Dr. Ferdinand Gowa, Fisk University; and W. Napoleon Rivers, District of Columbia Teachers College.

* * *

OTHER participants included Dr. Albert Berrian, Central State; Melvin B. Tolson, Langston, John F. Matheus, Dillard Charles A. Ray, N.C. College; Harold Alexander, Southern Christian, and Dr. Kenneth C. Miller, Southern.

Participants in a closing panel discussion Saturday were Dr. Herman Long, director of Race Relations Institute, Fisk University; Dr. Albert Berrian, Cental State, and Dr. Anne Campbell, Prarie View State College.



DR. BLYDEN JACKSON

Educators Meet for 18th Time at TSU

Courier Sat. 5-4-57

Southern U. Prof Elected New President of C.L.A.

Pittsburgh, Pa. P. 13

HOUSTON, Tex.—Texas Southern University provided the setting for the 18th annual conference of the College Language Association when educators from nine states met here recently.

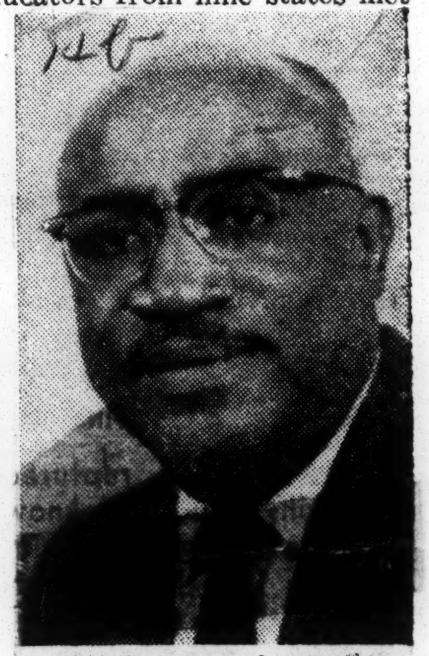
Dr. Blyden Jackson, chairman of the English Department at Southern U., was elected president.

Educators represented at the meeting were from the States of Louisiana, North Carolina, Texas, Florida, Maryland, Arkansas, Virginia, Georgia and Ohio.

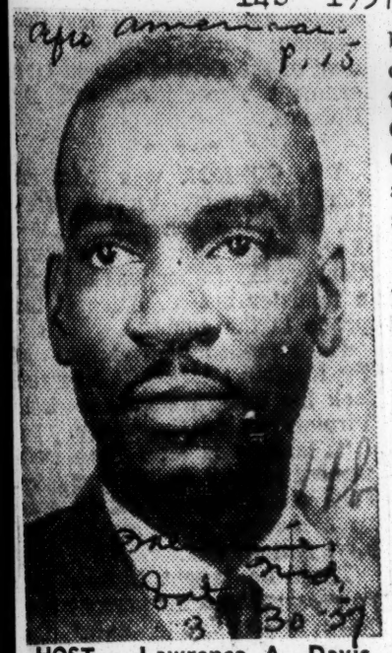
■

OTHER OFFICERS for the association are Dr. Charles A. Ray, vice president, North Carolina College, Durham, N. C.; Prof. John F. Matheus, treasurer, Dillard University, New Orleans, La.; Dr. Anne M. Campbell, Prairie View State College, Prairie View, Texas, secretary; Prof. Essie Cartwright Lopez, assistant secretary, Florida A. and M. University, Tallahassee, Fla.; Prof. Bessie Dickerson, assistant treasurer, Grambling College, Grambling, La.; Dr. Therman B. O'Daniel, corresponding secretary-editor of the CLA Bulletin, Morgan State College, Baltimore, Md., and Prof. Oliver E. Jackson, Arkansas AM&N College, Pine Bluff, Ark., parliamentarian.

Also in administrative posts are Dr. Hugh Gloster, Hampton Institute, founder, member-at-large for life; Mrs. Billie G. Thomas, immediate past president, member-at-large; Prof. Johnny Marie McCleary, Texas Southern University, Houston, Tex., member-at-large, Area of English, and Dr. Albert Berrian, Central State College, member-at-large, foreign languages.



DR. BLYDEN JACKSON
... Texas was the setting



HOST — Lawrence A. Davis, president, Arkansas A. M. and N. College, is expected to welcome some 250 members of the College Language Association at the organization's 17th annual meeting in Pine Bluff on April 5 and 6.

Nine States Furnish Language Group's Officers; Houston Host

DURHAM, N.C. — Educators from 9 states will guide affairs of the College Language Association for 1958 when the 18th annual conference will be held at Texas Southern University, Houston, Texas, next April 3-5.

States represented are Louisiana North Carolina, Texas, Florida, Maryland, Arkansas, Virginia Georgia, and Ohio.

OFFICERS FOR 1958

Dr Blyden Jackson, chairman of Southern University's English Department, Baton Rouge, La, is the new president.

Other officers for the association are Dr Charles A. Ray, vice president North Carolina College, Durham, N.C.; Prof John F. Matheus, Treasurer, Dillard University, New Orleans, La; Dr Anne M. Campbell, Prairie View State College, Prairie View, Texas, secretary; Prof Essie Cartwright Lopez, assistant secretary, Florida A and M University, Tallahassee, Fla; Prof Bessie Dickerson, assistant treasurer Grambling College, Grambling, La; Dr Theman B. O'Daniel, corresponding secretary editor of the CLA Bulletin, Morgan State College, Baltimore, Md; and Prof Oliver E. Jackson, Arkansas A.M. and N. College, Pine Bluff, Arkansas Parliamentarian.

Also in administrative posts are Dr Hugh Gloster, Hampton Institute founder, member at large for life; Mrs Billie G. Thomas, immediate past president member at large; Prof JOHNNY MARIE MCCLEARC, TEXAS SOUTHERN member at large, Area of English, and Dr Albert Berrian, Central State College, member at large, Foreign Languages.

CHAIRMEN SPECIAL EVENTS

Among other participants at the Pine Bluff session were Dr Albert Berrian of Central State College; MELVIN B. TOLSON, LANGSTON OKLAHOMA; John F. Matheus, Dillard University; Charles A. Ray, N. C. College, Durham, N. C. Harold Alexander, Tougaloo Southern Christian College, Tougaloo, Miss; and Dr Kenneth C. Miller, Southern University.

RACE RELATIONS SPECIALIST TALKS

Participants on the Saturday panel were Dr Herman Long, Director of the Race Relations Institute, Fisk University; Dr Albert Berrian Central State College; and DR ANNE CAMPBELL, PRAIRIE VIEW STATE COLLEGE.. .. ...

Language Group Studies College Teachers' World

PINE BLUFF, Ark. — The first item on the closing day's agenda of the 17th annual College Language Association here at Arkansas A, M, and N College Saturday (April 6) is "Perspectives on the Negro College Teacher's World."

Sessions were scheduled to start at 6:30 Thursday evening with a meeting of the Executive Committee to be held in the Board Room of the Student Union.

"The Americanization of the Negro College" is theme for the meeting.

CLA President Billie Geter Thomas, Spelman College Atlanta, Ga., announced her presidential address' topic today. It is "Humanism and the Teaching of Language". The address was expected to be given during a general sesion in the Agriculture Auditorium, from 10 a. m. to 12 noon, on Friday.

Dr. Kenneth C. Miller, Southern University, Baton Rouge, La., will serve as chairman for the Saturday morning session. Three members of the association will present a series of "Perspectives" one through three. Herman Long, director of the American Missionary Association's Race Relations Institute, Fisk University will speak on the first "perspective."

Other speakers in the series are to be given by Dr. Sylvia Nelson, West Virginia State College ,and Dr. Anne M. Campbell, Prairie View A ,and M. College.

After Friday morning's business session, the conference will stage an All-Campus Convocation in the Arkansas A, M, and N College Chapel. Charles A. Ray, editor of the CLA Bulletin, will preside at this time for CLA.

Other Friday events include the luncheon at 1:15 with CLA Tresurer J. F. Matheus of Dillard University presiding. Albert Berrian of Central State College will discuss "Symbolism in Mass Consciousness."

An English session on criticism and research will meet in Room 202 of the Agriculture Building at 3 p. m. Friday. The Foreign language group will have its presentations in Room 203 with Prof. Essie Cartwright Lopez as chairman. Harold Alexander of Jacks on State College will be in charge of the English part.

Participants on the English part of the program are Hammett W. Smith, Bluefield State College,

LANGUAGE GROUP HEAD—Mrs Billie Geter Thomas, chairman of the Department of French, Spelman College, Atlanta, Ga., is president of the College Language Association which is holding a four day session at Arkansas A. M. and N. College Thursday through Saturday. Mrs Thomas, who holds degrees from U. S. and foreign universities, will deliver the keynote address at 10 a. m. Friday on "Humanism and the Teaching of Language." Some 100 of the organization's 250 members are expected.

"Karl J. Shapiro: A New Voice"; James W. Byrd, East Texas State College, "Stereotypes of White Characters in Novels by Negroes"; Juanita Williamson, LeMoyne College, "What Can we do about it? The Contribution of Linguistics to the Teaching of English"; Harry L. Faggett, Florida A. and M. University, "In Defense of Iago" and Darwin Turner, Morgan State College, "American Nonpresentational Drama in the Twenties."

1-Day Conference Held For Personnel College Workers

Houston Fri. 7-5-57
Nashville Tenn.

PRAIRIE VIEW, TEXAS—

One-day conference for counselors and personnel workers in public schools and colleges is scheduled to be held at Prairie View A and M College on July 2.

Testing programs and the extension of school guidance activities will be the central theme of the sessions which are set to begin at 8:30 a.m. in the auditorium, administration building. Topics for group sessions are (1) Use of Test Data in the Educational Program, and (2) Use of Test Data and Counseling Procedures in the Guidance of Pupils.

Visiting speakers are Dr. Alberta Baines, director of Guidance for the Houston Independent School District and Dr. Marechal-Neil E. Young, principal, Mayer Sulzberger Junior High School, Philadelphia, Pennsylvania.

Also scheduled on the program are President E. B. Evans; Dr. W. L. Cash, conference director; Mrs. Douglass Woolfolk, supervisor, Waller County Negro Schools; A. A. Chaney, department of education, Prairie View; Mrs. Eva W. Cobb, supervisor in English, Social Studies and Guidance; Robert Wilson, counselor, Wheatley High School, Houston; Stanford Parnell, counselor, E. O. Smith Junior High, Houston; J. L. Sweat, counselor, Central High, Galveston; Mrs. Ruby Harden, supervisor, Washington County Negro Schools; H. E. Mazyck, department of Education, Prairie View; Mrs. Earnestine McGruder, counselor, Smith High, Houston; Mrs. Gollie R. Hartshorn, counselor, Wheatley High, Houston, Gus Harris, Yates High, Houston, and Jerome Busby, Assistant principal, Yates, Houston.

14b 1957

CONFERENCE ON EDUCATIONAL LEADERSHIP

Negro Educators Meet Here

More than 300 Negro school principals and supervisors are in Montgomery for a conference on educational leadership, which is being held in Tullibody Auditorium at Alabama State College.

A public program will be held at 8 p.m. today in the auditorium, at which Dr. Hilliard Bowen, area superintendent of schools in Atlanta, will be the speaker.

Dr. Bowen, who holds the Ph. D. degree in education from Ohio State University, has held positions in colleges in Georgia, Oklahoma, and Tennessee.

Sessions will continue through Wednesday afternoon. Nine small work groups compose the core of the conference, whose theme is "Educational Leadership For Instructional Improvement."

Dr. Robert E. Cummins of Auburn, field representative of the Southern Education Foundation, was the keynote speaker at the opening session yesterday afternoon. Dr. J. C. Blair, director of the division of secondary education of the State Department of Education, is the general conference coordinator, assisted by Dr. H. Councill Trenholm and Dr. Robert C. Hatch.

Aid 1,700 Farmers— When 41 vocational agriculture teachers held their annual five-day conference at Tennessee State University, they developed a handbook on planning and managing farm business. As an outgrowth of conference work centered around farm planning and management, these teachers evolved procedures, ways and means of assisting some 1,700 adult farmers organize their total farming programs. Seated, left to right: Dr A. J. Paulus, agricultural education professor; Clinton Shelby, assistant state extension economist, University of Tennessee at Knoxville; Dr. Henry L. Taylor, agricultural economics head, Tennessee State University, and David Hamilton, agricultural education head at Tennessee State. Standing: Vo-Ag teachers and NFA district advisers H. M. Johnson, Barrett's Chapel High School, Arlington, Tenn.; E. A. Gray, Union High, Gallatin, Tenn., and Julius W. Sims, Webb High, McKenzie.

Journal & Guide
Norfolk, Va.

To Attend Institute

Dr. Willa B. Player, president of Bennett College, will be among 3 college presidents attending the Institute for College and University Administrators at Harvard University, June 18-26.

Apr. 6-22-57

The institute, directed by Dr. Robert W. Merry, of Harvard Graduate School of Business Administration, is specifically planned for newly-appointed president (since June 1, 1954) and is the third to be held.

Sponsored by the Carnegie Corporation of New York and the Association of American Colleges, it will provide the administrators an opportunity to study, analyze and discuss problem situations which college presidents may face.

Drama group in annual meeting

GREENSBORO, N.C. — The philosophy behind the theatre was explained last week to the Intercollegiate Drama Association, which held its 27th annual Spring Festival here at A. and T. College.

The speaker was Harry Davis, professor of speech and drama at the University of North Carolina, and associate director of the famed Carolina Playmakers.

In addressing the closing dinner meeting Saturday afternoon, he traced the history of the theatre and emphasized why people attend the theatre and what the theatre does for its patrons. "The theatre, today, plays a prominent role in human life," he concluded.

STRASSNER AT PARLEY

RALEIGH, N.C. (ANP) — President William R. Strassner, president of Shaw University, and Mrs. Strassner are attending the Intellectual Life Conference in Sewanee, Tenn.

Shaw President Attends Confab

Journal & Guide
Oct. 8- 17-57
p. 20

RALEIGH, N. C. — Dr. William R. Strassner, president of Shaw University, and Mrs. Strassner left Raleigh recently for Sewanee, Tennessee, to attend the Intellectual Life Conference, sponsored by the Commission on Liberal Education of the Association of American Colleges, which convenes Aug. 9-18.

Leaders of the conference are Edward McCrady, vice-chancellor, University of the South, Sewanee, Tenn., and Robert W. McEwen, president, Hamilton College, Clinton, N. Y.

The areas of discussion will be based on scholarly interest of the participants as follows: sociology, English, social sciences, theology, American history, history and economics, philosophy and religion, romance languages, and religion and education.

14b 1957

Brewer Named to International Education Board

Register & Tribune
Thurs. 3-23-57
Des Moines Iowa

H. R. Wright Brewer, of Liberia, student in the Drake University college of law, has been named chairman of the Iowa Association for International Education, it was announced May 17.

BREWER

The association is an outgrowth of the Iowa Board of International Education.

Also named as members of the association's general committee were Dr. George Hohl, the Rev. Glenn Lamb, Mrs. Dolores Rainey, Thomas Baisbeck and Carl Newman.

JEANES SUPERVISORS MEET IN DURHAM, N. C.

Jeanes Supervisors of the thirteen Southern States will meet at the Winston-Salem Teachers College, Winston Salem, N. C. on April 3-5.

The theme of the convention will be "Teamwork Competencies for the Supervisor." Following registration at 4 P. M. on Wednesday there will be work sessions of various committees and a social hour. After the opening session including greetings, the "Let's Talk-it-Over Clinic will be conducted by Dr. S. W. Duncan, Supervisor, State Department of Public Instruction, Raleigh, N. C. Other features of the convention are the discussion study groups, tours to community points of educational interest and the keynote address on Thursday evening by Dr. Joseph E. Taylor, Dean of Instruction, Dillard University, New Orleans, La. ,

Striking a sentimental note during the Convention dinner on Friday will be the traditional candle light ceremony with the Special Honorees: Miss Virgini aRandolph First Jeanes Teacher, the 1956-57 20 year medal recipients and retired Jeanes Supervisors. Dr. Rose Butler Brown, Chairman Graduate School of Education North Carolina College, Durham, N. C will give the address.

Included in the personnel attending the convention will be the president of the State Jeanes Association, Regional president; Miss Eidora Hayes, Fort Valley, Ga., Region I; Mrs. L Cheatham Taylor Heathsville, Virginia, Region II; and Mrs. Marie Carter, Huntsville, Texas, Region III; Dr. J C. Dixon Executive Director of Southern Education Foundation, Atlanta, Ga; many representatives of the various State Departments of Education and officers of the association; Mrs. Clara West, Savannah, president; Miss Floy Mitchum, Inman, S. C. vice-president; Mrs. Roselie F. WYatt, Charlotte, N. C. secretary; Mrs. R. A. Crawford Caruthersville, Missouri, treasurer; Dr. A. G. Richardson, Richmond Virginia, Counselor; Dr. Kara V. Jackson, Grambling, La., executive secretary; and Dr. M. L. Copeland Hopkinsville, Kentucky, founder-president.

DR. E. PAUL JONES

TO GET MEDAL — Dr. E. Paul Jones, director of the Division of Negro Education, Jefferson County Public Schools, was scheduled to be presented the bronze medal at the annual conference of the National Association of Jeanes Supervisors set for April 4-5 at Winston-Salem Teachers College, Winston-Salem, N. C. The medal is given by the Southern Education Association to those with a 20-year service record as a Jeanes supervisor.

Mrs. Velma Adams, Of La., Heads Jeanes Supervisors

WINSTON-SALEM, N. C. — — (ANP) — Mrs. Velma Adams of Bastrop, La., was elected national president of the National Association of Jeanes Supervisors last week as the group climaxed a three-day biennial convention at Winston-Salem Teachers College.

Others elected by the 150 supervisors from 12 southern states were: Executive secretary, Dr. Kara V. Jackson, Grambling, La.; vice president, Mrs. Josie B. Seeoms, Reidsville, Ga.; recording secretary, Mrs. Rosalie F. Wyatt, Charlotte, N. C.; treasurer, Mrs. R. A. Crawford, Caruthersville, Mo.

Counselor, Dr. A. G. Richardson, Richmond, Va., parliamentarian, Mrs. Rosa M. Fort, Tunica, Miss., and chaplain, Mrs. O. L. Branch, Memphis, Tenn.

The Jeanes voted to hold their next biennial in 1959 at Tuskegee Institute in Alabama.

Theme of the meeting was "Teamwork Competencies for the Supervisor," covering three phases of teamwork — why, what competencies and how learned.

Eight workshops were held on this theme. It was generally agreed that supervisors must work with principals, teachers and administrators if they are to help school children best.

The Jeanes presented citations of merit to Dr. J. Curtis Dixon, executive secretary of the Southern Education Fund; Mrs. Ida Nance Givens Baton Rouge, La.; Dr. Jackson and Dr. Mamie L. Copeland, Hopkinsville Ky. for service to the Jeanes principle.

Retiring president was Mrs. Clara W. West of Savannah, Ga.

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Mrs. Velma Adams Of Bastr[illegible]
New Prexy Of Jeanes Ass'n

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Guests speakers for the convention included Dr. Joseph E. Taylor, dean of Dillard University, New Orleans and Dr. Rose Butler Brown, chairman of Graduate School of Education, North Carolina College, Durham, North Carolina.

Begun in 1908 to help rural schools, Jeanes supervisors are supervisors of Negro schools in the South. Jeanes funds are administered through the Southern Education Fund, Atlanta, Ga. Originally various funds paid entire Jeanes salaries, but today such funds are used to supplement state salaries.

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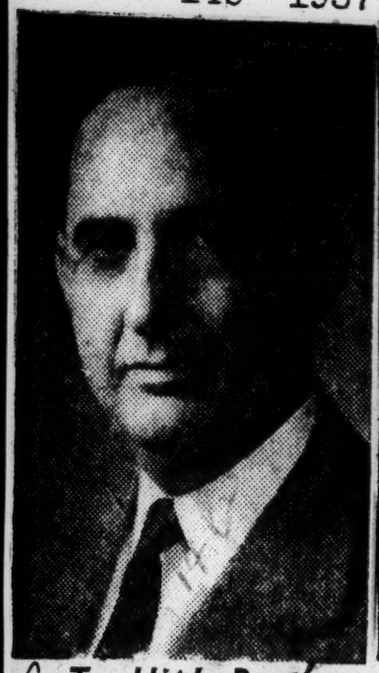

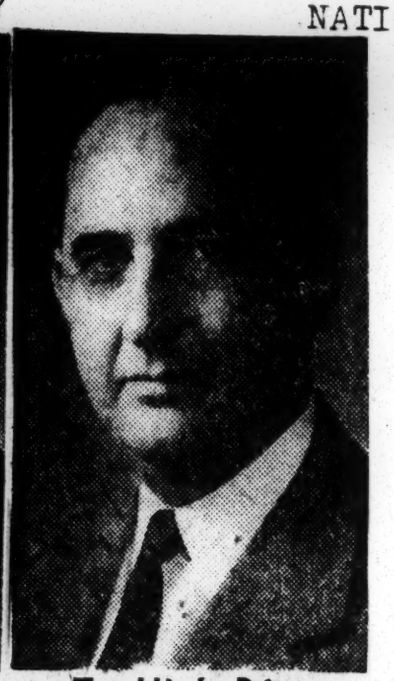

To High Post

Dr. Thomas P. Fraser, professor and head of the department of science education at Morgan State College, was elected vice-president of the National Association for Research in Science Teaching at its thirtieth annual meeting in Atlantic City recently. Dr. Fraser is a past president of the Maryland Biology Teachers Association, and was recently appointed director of the NSF sponsored Morgan State College Summer Institute for High School teachers of Science.

Journal + Guide
Sat. 5-4-57
Norfolk, Va.
Page 24

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14b 1957

NATIONAL ALUMNI ASSOCIATION OF COLLEGES

Set alumni area parley in Georgia

public relations and the alumni secretary in building and maintaining good alumni-institution relations.

SAVANNAH, Ga.—Area 5 of the National Alumni Association of Colleges will hold its annual meeting at Savannah State College, Friday and Saturday, with Princes Jackson Jr., Alumni secretary of Savannah State, serving as chairman and Dr. W. K. Payne, President of the College, as host.

G. W. Conoly, Alumni Secretary for Florida A and M University, is area president and presiding officer for the annual meeting. Area 5 comprises colleges in Alabama, Florida and Georgia. Institutions affiliated with the NAA in this area are:

Alabama State College, Montgomery, Albany State, Albany, Georgia; Clark, Morehouse and Morris Brown College, Atlanta; Edward Waters, Jacksonville, Florida; Miles College, Birmingham; Savannah State College;

* * *

STILLMAN COLLEGE, Tuscaloosa, Ala.; Talladega, Talladega, Ala.; Tuskegee Institute, Tuskegee, Ala.; Bethune Cookman College, Daytona Beach, Fla., and Florida Normal College, St. Augustine.

All college graduates and former students of the listed institutions as well as organized alumni clubs may attend the meetings which are open to all alumni groups as well as those affiliated with the national association of colleges.

The first session will open Friday at 1:30 p.m. and the final session, Saturday noon, will be a dinner meeting.

* * *

TOPICS SELECTED for discussion include:

(1) How the alumni affects the student body; (2) What the institution expects of the alumni; (3) What the alumni expects of the institution; (4) Common problems of private and state institutions;

(5) The alumni and the athletic program; (6) The roles of

Langston is Host

Eagle P. J.
Tulsa, Okla.
Thurs. 2-28-57

Collegiate Deans, Registrars to Assemble March 20-22

LANGSTON — The National Association of Collegiate Deans and Registrars will meet at Langston University in their thirty-first annual conference March 20-22.

The Association is composed of deans and registrars of forty colleges and universities throughout the nation. The theme of this year's conference is "Problems and Imperatives of Educational Leadership Today."

Dr. G. L. Harrison, president of Langston University will address the first session, to be held in the auditorium of Gayle Hall. Mrs. R. P. Perry, director of the Department of Social Science, Langston university, will address the second session on "Sociological and Physiological Aspects of Improving the Academic Product"; Dr. Melvin B. Tolson, Department of English, Langston university, will discuss "Cultural Aspects of Improving the Academic Product"; and Dr. Robert MacVickers, vice president and dean of the Graduate School of Oklahoma A & M college will discuss "Improving the Academic Product in Science."

Representatives from other Oklahoma schools participating in the conference will be Mr. Raymond Girod, Registrar of Oklahoma A&M college; Dr. E. A. Criswell, dean of the College of Arts and Sciences, University of Tulsa; Dr. John E. Fellows, dean of Admissions and registrar, University of Oklahoma.

The final activity of the conference will be a banquet in the Student Union building at Oklahoma A&M college. Dr. R. P. Perry, administrative dean of Langston university will be the speaker.

Dr. G. L. Harrison

LANGSTON UNIVERSITY'S ANNIVERSARY ANNOUNCED— Dr. G. L. Harrison, president of Langston university, announced this week that the University will observe its sixtieth year of service as an instiution of higher education on March 10. Classes of 1932, 1942, and 1952 will gather for class reunions. Luncheons and special meetings have been planned in their honor. The program committee for the celebration has planned a full week-end schedule of activities. Festivities will begin with a Founders Day ball, in the Student Union building Friday night. Founders Day banquet will be held Saturday night in the University's dining hall. The convocation will be Sunday, March 10, at 2:30 p. m. in I. W. Young auditorium with J. B. Blayton, Sr., businessman and certified public accountant of Atlanta, Ga., as the principal speaker.

Langston U. is host to deans and registrars

Afro-American Sat. 3-23-57
Baltimore, Md.

LANGSTON, Okla.—The Thirty-first Annual Meeting of the National Association of Collegiate Deans and Registrars will be held at Langston University on March 20, 21, and 22.

Membership of the association is made up of 108 colleges throughout the U.S. This year's theme is—"Problems and Imperative of Educational Leader ship Today."

Registration of delegates will be held on Wednesday morning, March 20, and the formal opening session will begin at 10 a.m. President G. L. Harrison of Langston University will bring greetings to the group at that time.

* * *

FRANCES M. EAGLESON North Carolina College registrar and the association's president, will deliver the opening address. Registrar C. D. Batchlor, Dean R. P. Perry, L. G. Moore and Director A. C. Shropshire of Langston are in charge of local arrangements.

Other officers in addition to President Eagleson are: Dean David Bradford of Kentucky State College, first vice-president; Registrar James R. Smothers of Fisk University, second vice president; Registrar E. M. Thorpe of Florida A. and M. University, secretary;

Registrar Frances Clark of Knoxville College, assistant secretary and Registrar J. J. Hedgemon of Southern University, treasurer.

Members of the executive committee are: Dean T. P. Dooley of Prairie View A. and M. College; Registrar C. D. Batchlor of Langston; Dean W. M. Menchan of Cheyney State Teachers College; Dean A. N. Whiting of Morris Brown College and Dean T. E. McKinney of Johnson C. Smith University who is also founder of the association.

Defender Sat, A-20-57 Chicago, Ill.
P. 18

14E

THE 21ST ANNUAL ONE-ACT play festival of the National Association of Dramatic and Speech Arts attracted one of the largest delegations in the organization's history. NADSA members posed for this conference picture in front of the theater wing of the new fine arts building at Grambling College, La. Schools represented were Fort Valley, Florida A&M, Tennessee State, Fayetteville State, Wiley, Prairie View, Fisk, Lincoln, Kentucky State, Johnson C. Smith, Mississippi Vocational, Southern and Grambling.

Caliver heads national unit's effort to eliminate illiteracy

Afro-American Sat. 7-27-57 P. 9
Baltimore, Md.

WASHINGTON (ANP) — There are some 10 million illiterate (those who cannot read or write) Americans today and an alarming number of them are colored adults.

In order to combat this high rate of illiteracy among Americans, the National Commission on Literacy has been organized. It will be headed by Dr. Ambrose Caliver.

Although organized and operated completely independent of government, the commission is actually the brainchild of Dr. Caliver, head of adult education and assistant to the U.S. Commissioner of Education.

* * *

THE COMMISSION has outlined a six-point program designed to combat illiteracy. It will be discussed at the body's first meeting.

DR. AMBROSE CALIVER

Members of the body aim to combat illiteracy by creating a national awareness of the urgency to the problem;

It aims to assist in developing an understanding of the significance and implications of illiteracy; bring together its salient facts and interpret and present these facts to the nation;

* * *

AND ALSO to promote community action in eradicating the blot of adult illiteracy, and to provide information helpful in the technical assistance program.

In addition to Dr. Caliver, other members of the commission include President Luther H. Foster of Tuskegee Institute and Miss Roberta Church of the Department of Labor.

14b 1957

NATIONAL CONFERENCE ON HIGHER EDUCATION

Dr. Cole Member Of Educational Body

MARSHALL, Texas—The National Conference on Higher Education has invited Dr. T.W. Cole, dean of Wiley College, Marshall, Texas, to serve as a member of the planning committee which meets September 27-29, 1957, at the Hotel Orrington in Evanston, Illinois. George F. Budd, president, State Teachers College, St. Cloud, Minnesota, is chairman of the committee.

14b 1957

Alabama Parents-Teachers To Meet In Bessemer April 25-26

Herald Wed. 4-24-57
B'ham, Ala.

The forty-third annual Convention of the Alabama Branch of the National Congress of Colored Parents and Teachers is scheduled for Thursday and Friday, April 25-26 at Carver Junior High School at 501—2nd Ave., Bessemer, Ala.

"Building Together For Our Children," is the state's theme for the occasion. P.J.

An outstanding feature of the convention will be the resource services of Dr. Gertrude Lewis from the United States Office of Education, Washington, D. C., and Mrs. E. W. Kite, Assistant Secretary of the National Congress from LaGrange, Georgia, who will serve as consultants throughout the convention.

Mrs. Thelma S. Morris, State and National Program Chairman, and her committee, have reportedly designed a program that will provide for the participation of every person who will be in attendance at the convention.

Miss Tessie M. Oliver, State President, urges as many PTA members and well wishers of the State of Alabama as possible to attend the convention.

14b 1957

Personnel Workers Close Meet Today

Daily World Fri. 3-22-57

Atlanta, Ga.

The closing session of the two conferences of the National Association of Personnel Workers will start with a panel discussion at 9 A. M. Today in Dean Sage Auditorium on Atlanta University campus.

Topic for the panel will be "Improving the Achievement of Students in or out of school—A function of Personnel Services."

Panelists will be Rev. Phenizee F. Ransom, Jr., pastor of Butler Street Baptist church and Manager of the Georgia Department of Labor Employment Office. Miss Mamie Walker, a senior of Morris Brown college; Francis Long, counselor at Turner High School; Mrs. Cecila Mercer, dean of students at Morris Brown College; Mrs. Phoebe Callier, dean of women at Clark College and Whitney M. Young,Jr. dean of Atlanta University's school of social work.

Forrest L. Kirkpatrick ,associate dean of students at Albany State college in Albany will preside.

The final session of the conference will start at 8 p. m in Sale Hall chapel on Morehouse college campus. The main address will be delivered by William M. Nix, director of personnel for Morehouse college and president of the National Association of Personnel Workers.

Also appearing on the program will be Dr. Benjamin E Mays, president of Morehouse; Dr. John H Lewis, president of Morris Brown college; and H B. Harris, dean of male personnel at Benedict college of Columbia, S C.

Presiding at the session will be Miss Emma C. W. Gray, dean of women at Paine College Augusta.

Music will be by the Morehouse College Quartet.

Dr. Ford named to Council post

Afro-American
Jul. 3-2-57
Baltimore, Md.
Page

BALTIMORE, Md.—Dr. Nick Aaron Ford, head of the English department of Morgan State College, has recently been notified of his appointment to a three-man resolutions committee for the annual convention of the National Council of Teachers of English next November at Minneapolis.

Dr. Ford has been active in the affairs of the Council for the past eight years. In addition to his new assignment, he is a member of the Board of Directors and of the Committee on International Cooperation.

He delivered one of the major addresses at the Council's convention last November in St. Louis, Mo.

Progress Noted As Nation's Educators Meet

Call P. 20
Fri. 4-26-57
Kansas City Mo.

WASHINGTON.— (ANP) — A century of progress through education was traced here at the recent centennial celebration of the National Education association. This association was founded in 1857 and recalls that the most outstanding event during its first ten years of existence was the laying of the Atlantic Cable so that Americans might establish direct contact with the Old World.

During the second decade from 1867 to 1876 the first kindergarten was established. The Federal office of Education was also formed. A few people had begun trying out the telephone and the first Christmas cards were sent.

The third decade of its existence 1877-1886, marked the beginning of the first school health examinations. Physical education was also introduced into the schools. It was during this decade that malted milks were brought into being as were fountain pens, five and ten cent stores, and incandescent light.

Correspodence schools and extensions courses were organized during the fourth decade of NE Flashlights, typewriters, automobiles and electric sewing machines became available in this period between 1887 and 1896.

During the first half century of its growth, in addition to advances already mentioned. PTAs were organized, Junior colleges and the school nurses made their appearance. The beginning of this 20th century (1897-1906) the ice cream cone was created, escalators, vacuum cleaners and the Wright Brothers' airplane were invented.

The second half of the century welcomed junior high schools, school surveys and standardized tests. In this period between 1907-1916 the cross word puzzle made its appearance along with radio broadcasting, electric washing machines, and the first liquid-fuel rocket.

During the next decade 1917-1925 federal aid to vocational education was offered. The first instruction in safety education paralleled Woman's suffrage. Then came daylight saving time, sound and color movies, neon signs and cellophane.

During the era between 1927 and 1936 the national survey of high schools was introduced. Driving training and talking books for the blind were accompanied by radar, TV, the iron lung, photo electric cell, cyclotron, and parking meters.

GI education aid became available in the decade between 1937 and 1946. UNESCO was established.

The Fulbright student exchange plan was created. The helicopters made their appearance along with nylon, the blood bank, electron microscope, jet plane and streptomycin.

One of the mostoutstandingadvances made during the past decade has been men's work on earth satellite to contact outer space. This is in process during 1957 as the National Education Association celebrates its Centennial.

"An educated people moves freedom forward."

More Teachers Due But Few Teach Science

Journal & Guide
Sat. 5-4-57
Norfolk Va.

By HARLEY MURRAY

WASHINGTON—(INS)— The 1957 crop of qualified teachers graduating from the nation's colleges is up ten per cent over 1956. P. 11

However, this optimistic report was balanced by findings that too many neophyte teachers want to move into the high school field and that, among them, only a small percentage are equipped to teach science.

* * *

THESE FINDINGS were reported from the National Education Association's tenth annual survey of the nation's teacher supply and demand.

The Association found that the 1957 graduating class promises 107,452 qualified teachers, compared with 97,586 a year ago. The NEA pointed out, however, that last year's class was whittled down to the point where only 61,674 actually became classroom teachers.

* * *

THE NEA REPORT concluded that the available teacher supply appears adequate, "but that does not mean the demand will be met since the supply problem is essentially a local one."

Three out of five of the 1957 graduates consider themselves bound for high school teaching, although two-thirds of all teachers now are in the elementary grades.

Stronger Resolution On Integration Beaten

Courier-Journal P. 1
Sat. 7-6-57 Louisville Ky.

N.E.A. Adopts Middle-of-Road Statement; U. K. Dean Lyman Ginger Elected President

From Wire Dispatches

Philadelphia, July 5.—Efforts to strengthen a resolution backing integration in the public schools were defeated today by delegates to the centennial convention of the National Education Association.

The association claims to represent more than 700,000 United States Public-School teachers.

By voice vote it adopted a resolution that said the problems of integration "are capable of solution at the state and local level by citizens of intelligence, saneness, and reasonableness, working together in the interest of national unity for the common good of all."

Fair Play Is Urged

The resolution also stated that the N.E.A. urges that integration be approached "with the spirit of fair play, good will, and respect for law."

An amendment to strengthen the resolution was defeated by a big majority, and an effort to take a roll call of the state delegations also was beaten down.

Earlier today, Lyman V. Ginger, dean of the University of Kentucky College of Education, was elected president of the N.E.A.

At closing sessions tonight, Ginger said American teachers "will continue to work for objectives which will mean better education for more people."

Major Problems Listed

"If the adults of this country could have attended this convention," he declared, they would have gone home determined to remove the obstacles which block immediate progress in education."

He named major educational problems as "the teacher shortage, classroom shortage, and an equal distribution of wealth and children."

"We must continue our efforts to develop stimulating teaching and school attendance become one and the same thing."

Some Say Issue Ducked

Until the final session today, the question of integration was not on the official agenda. Some delegates grumbled that the association was "ducking" the issue.

However, it erupted at the final business session.

After the resolution was presented, a delegate from Georgia, Zade Keniner, jumped to his feet.

"I propose a roll-call," he said.

Unless a roll-call vote is asked, the action is by a voice vote. The roll call enables the delegates to identify those voting for or against a resolution. The delegates voted the request down.

Associated Press Wirephoto

LYMAN V. GINGER

Courier-Journal

George M. Snyder, from California, arose quickly. P. 10

"How can we ignore the momentous issue of integration with this innocuous resolution?" he asked. He proposed an amendment to the resolution that would put teeth into the integration question.

Immediate opposition arose from some of the Southern delegates.

"I hope the N.E.A. does not adopt the amendment," said George Deer, from Louisiana. "It will not help solve the problem . . . The question of integration will have to be dealt with slowly, gradually, and by the people who understand it."

C. B. Mukolls, Negro principal of an Ashland, Ky., high school for 35 years, urged the 6,000 delegates in convention hall to defeat efforts to strengthen the integration resolution.

Moderation Plea Made

"We take the wrong approach when we try to force by resolution the settlement of this problem," Mukolls said. "The only solution must come from within and not from without. Such resolutions will hinder integration."

A plea for moderation came from W. W. Eschelman, a delegate from Pennsylvania, and past president of the N.E.A.'s resolution committee.

"This statement on integration, which we are proposing, has been one of the real things that has kept the N.E.A. together," Eschelman said. "As we go into the second century it would be good to continue this policy and so keep the N.E.A. together."

The California amendment was defeated by an overwhelming vote. The original resolution was then adopted.

69 attend leadership institute in Texas

HOUSTON, Texas — Sixty-nine PTA leaders from various parts of Texas attended the annual Parent - Teacher - Citizen Leadership Institute which was held June 26-28 at Texas Southern University here.

Conducting the Institute were: Mrs. Hazel R. Jones, director, Dr. Evan Kloppe, chief consultant; W. S. Douglass, Mesdames H. M. Baker, Allee Mitchell, Lee C. Phillips, consultants; Dr. J. Reuben Sheeler, discussion leader;

The Rev. P. T. Seastrand, lecturer; A. G. Hilliard, speaker; the Rev. John D. Moore, W. E. Jones, Randall F. Sterling, Mrs. Pauline W. Campbell, group leaders; Mesdames Daisy Lowe, Florence Roberts, Margaret J. Malone and Hazel Young, recorders.

Staff Photos—Charles Pugh

COULDN'T ANSWER *Mrs. Varnedoe* | NO DISCUSSION *Knox Walker* | STUDY NEEDED *Mrs. Center* | IMPLICATIONS *Jim Cherry* | LIKE TO KNOW *Mrs. Hardrick* | STRICTLY FOR *T. A. Kemp Jr.*

PTA Looks at Interracial Club Ban

No formal discussion of a new State Board of Education ban on certain student club activities will be held at the current state PTA convention, states Knox Walker, president of the Georgia Congress.

The new ruling refers to the resolution passed unanimously by the board to ban student groups that take part in integrated state or national meetings. Apparently, the groups would be allowed to operate at the local, nonintegrated level.

Mr. Walker declared, "Our organization has nothing to do with the extra-curricular clubs of the schools; we can't interfere." He went on to explain that ordinarily the congress steers clear of controversial issues that would "divide and lessen the values of PTA." But he added, "I don't mean that we would avoid an issue, but we avoid argument unless some benefit would come to the children by getting into it."

Mrs. Charles D. Center of College Park, an honorary life president and currently chairman of the endowment fund promotion committee, concurred in Mr. Walker's statement. She said, "Before any of us formed an opinion about the resolution, we would have to study to understand it. We would not dodge a controversial issue, but we would want to study both sides of anything that comes up."

She explained that any such issue first goes to a study committee and then to the board of managers to decide whether to take a stand before it is presented to the whole congress.

No one questioned made a definite statement against the ruling.

However, T. A. Kemp Jr., a delegate from Campbell High School in Fairburn, commented, "I'm strictly for complete segregation. All the conventions for our boys and girls are segregated."

He mentioned two groups at the school which might be knocked out of national competition—"if they are allowed to integrate"—the distributive education and teen-age drivers groups. He does not know whether these organizations are integrated at the national level.

Jim Cherry, superintendent of DeKalb County schools, had this comment to make: "No one really knows what the resolution involves, and I can only speculate. I don't think even the proposers realize its full implications. It could have the practical effect of restricting to the boundaries of our state the participation of Georgia people—including the medical, legal and engineering organizations which are involved as instructional units of the University System."

He continued, "Carried to its logical conclusion, the resolution could have the over-all practical result of making Georgia an island as far as participation in out-of-state meetings is concerned."

Mrs. George Hardrick of Fitzgerald, Fourth District director of the Georgia Congress, said she "would like to know more about the resolution and the plans of the board of education." She called the Fitzgerald High School Beta Club one of the best, and mentioned that the school band has won state recognition and at this time plans to compete nationally if it's good enough.

And Mrs. L. E. Varnedoe of Brunswick, president of the Glynn County PTA Council, summed up many delegates' feelings on the matter when she said, "I just couldn't make any definite answer as to how we feel about it because I just don't know."

14b 1957

SCHOOL PLANNING SEMINAR ON SOUTH

Aunt. 9-7-57

Adult Educational Project to Mark 25th Year With Interracial Discussion

New York

Special to The New York Times.

MONTEAGLE, Tenn, July 6 —Highlander Folk School, an adult education project to train rural and industrial area leaders in the South, will celebrate its twenty-fifth anniversary with a special events program Aug. 30 to Sept. 2.

The anniversary program will include a seminar on the subject "The South Thinking Ahead." An interracial group of consultants and speakers has been invited to participate.

Among those to attend are the Rev. Martin Luther King Jr., who directed the Negro boycott of racially segregated buses in Montgomery, Ala.; Dr. Alonzo Moron, president of Hampton Institute, and Aubrey Williams, Montgomery farm magazine publisher and former director of the National Youth Administration.

Also the Rev. C. K. Steele, who led a bus segregation protest in Tallahassee, Fla.; Ralph Helstein, president of the United Packinghouse Workers, and C. Conrad Browne of Koinonia Farms, interracial religious settlement near Americus, Ga.

The meeting will consider "the human aspects of the integration struggle" and analyze reports of personal experiences in connection with racial disturbances that have erupted over public school and transportation issues in Southern communities.

Highlander Folk School is on a 220-acre wooded tract on a Cumberland Mountain plateau about fifty miles northwest of Chattanooga.

Built by Unskilled Labor

It has a classroom building, a dormitory, library, recreation-administration building and community social building. All were constructed by unskilled workers, including rural neighbors and those attending school sessions.

The school was founded by a group of Southerners led by Myles Horton, the director. Mr. Horton, a native Tennessean, attended the University of Chicago and Union Theological Seminary. He studied folkcraft in several foreign lands and has spoken of "humanistic problems" before religious and cultural meetings throughout the world.

Rrom the start the school fostered interracial study groups and stressed interracial improvement as a key remedy in social, educational and economic problems confronting individuals and communities in the South.

The school's twenty-six member interracial executive council, composed of educators, social workers, clergymen, labor leaders and community-relations experts, likens the institution's mission to "that of a rural settlement house which provides social, educational and recreational services for all races and creeds."

Aided by Foundations

The school is supported by tuition from students, contributions from individuals and organizations served by the school and by grants from foundations interested in special study programs.

Mr. Horton estimates that some 15,000 rural and urban residents of Southern states have been taught at the school, with main emphasis on "development of leadership to promote democratic practices among school, church, civic, labor and farm groups."

A major part of the school's work has dealt with the training of union leaders for trades organization and picket activity. Courses in this field include labor history, trade union problems, parliamentary law, public speaking, shop steward training and political action.

Following the Supreme Court decision outlawing pupil segregation, the school has stressed workshop courses on public school integration. Twelve workshops were scheduled for 1957, with such topics as intergroup communications, voting apathy, methods of passive resistance and voluntary citizens' action.

SCHOOL PLANNING SEMINAR ON SOUTH

18 New Members

Five of the eighteen Negro colleges admitted to membership of the hitherto all-white Southern Association of Colleges and Secondary Schools are located in Georgia, three in Atlanta. The five new full Georgia members from Georgia are Atlanta University, Clark College and Morehouse College, of Atlanta; Albany State College and Fort Valley State College.

This is a vital and significant step. It is further illuminated by the fact that here were Southerners who were taking voluntary action in the direction of broader democracy and wider freedom. Here were leaders in education giving recognition to fair and equal standards with full regards to all things and privileges which go with them.

The Atlanta colleges are among the thirty-one participating colleges in the United Negro College Fund, the other Georgia units being state-supported institutions.

It is an interesting observation that the SAC made its decision to enlist Negro colleges into its full membership at its session held in Richmond, Virginia, the second capital of the Old Confederacy. Press accounts said the vote to admit was taken among the 1000 delegates from thirteen Southern states after "mild debate" and with a "few dissenters shouting 'No'."

There were sixty-three Negro colleges on the SAC's approved list. The forty-five Negro colleges which were not in the first batch of fully enrolled into SAC membership will remain on the rated list. The vote to bring only eighteen into the SAC at this time is no reflection on those colleges which were not presented for membership. It could be that a plan of step-by-step admission was at work. Much work is still ahead for the SAC in working to keep progress moving over the bumpy roads.

The new members come from nine states. None was from Kentucky, Louisiana, Maryland, Missouri, Oklahoma and West Virginia. Five of the states from which the selections were made have not yet opened the doors of their state-supported colleges to Negro students. They are Alabama, Florida, Georgia, Mississippi and South Carolina. However a federal court has ordered the University of Alabama to revise its admission policy by removing race as a barrier.

It should be pointed out that some of these newly admitted colleges have maintained standards over a period of years that were high enough to entitle them to SAC membership, but a racial bar was there. Removal of unfair barriers in any area of American activity deserves applauding. It is doubly true in connection with the long over-due action taken by the Southern Association of Colleges in knocking down a membership barrier based upon race.

Our congratulations go to the Southern Association of Colleges who opened the way and to the eighteen colleges who made it in. All of this means that these newly-admitted colleges are in a stronger prestige position.

Two Alcorn Faculty Members At Washington D. C. Conference

When the Inter-Regional Conference, made up of Heads of Departments, Teacher Trainers, and State Supervisors of Home Economics commenced in Washington, D. C. (February 11-15, 1957) Alcorn College was ably represented by Mrs. D. D. Gray and Z. P. Price. Mrs. Price is a current member of the planning committee of the conference, and Mrs. Gray has recently been appointed as a member of the National Advisory Board of the New Homemakers of America.

The objective of the conference was as follows:

"To provide education for professional leaders in home economics education through:

a) Sharing the uses made of the criteria for college home economics programs.

b) Studying the desirabile families, experiences, and supervision needed to make student teaching most effective.

c) Considering changes that affect family living and their meaning for home making education.

d) Exploring plans and procedures for strengthening supervision.

Both, Mrs. Gray and Mrs. Price report very healthy and enlightening experiences that will add much to the program in our fair state.

14c 1957

AMERICAN HERITAGE FOUNDATION

Dr. Bunche, Granger On Heritage Board

Daily World Atlanta, Ga. 2-22-57

NEW YORK — Ralph J. Bunche, Under Secretary of the United Nations and Lester B. Granger, executive director of the National Urban League, have been elected as members of the board of trustees of the American Heritage Foundation, it was announced by John C. Cornelius, president and General Walter Bedell Smith, chairman of the board of the foundation.

The American Heritage Foundation is non-partisan citizens organization which seeks to encourage a greater participation by informed voters in all elections including primaries. It sponsored the 37,00-mile tour of the Freedom (1947-49) and the 1950, 1952 and 1956 register and informed vote campaigns.

When informed of his election to the board, Mr. Bunche said, "I accept with great pleasure the invitation to become a member of the board of the American Heritage Foundation. It is an unsual privilege to be associated on this board with so many men and women of distinction, and to be able to serve an institution which has contributed so signally and uniquely to promoting an understanding of the American way of life and American values."

Mr. Granger declared: "We in the National Urban League are proud of our association with the American Heritage Foundation in last year's successful register and vote campaign. We recognize that much remains ot be done in this area to insure the active participation of individual citizens in making our democracy more effective. I am honored to be called upon to serve on the foundation's distinguished board of trustees for it will aford an even greater opportunity for service in the cause of justice and freedom."

Joining Mr. Bunche and Mr Granger as new trustees of the American Heritage Foundation were the following: Jervis J. Babb chairman, Lever Brothers; William J Barrett, secretary, Metropolitan Life Insurance Company; Ernest R Breech, chairman, Ford Motor Company; General Alfred M Gruenther president, American National Red Cross; J. C. Hall, president, Hallmark Cards; George W. Healey Jr., editor, New Orleans Times-Picayune; F. Peavey Heffelfinger president, F. H. Peavey and Company; Henry J. Heinz, II president, J H. Heinz Company; Henry P. Martin, general manager, Register and Tribune Syndicate; Mrs. R. I. C. Prout president, General Federation of Women's Clubs; William E. Robinson, president, Coca-Cola Company; Mrs. Eleanor Roosevelt; J. P. Spang, Jr. chairman, Gillette Company; Frank Stanton president, Columbia Broadcasting System, Inc.; Adlai E Stevenson; E. J. Thomas, president, Goodyear Tire and Rubber Company; Francis J. Trecker, president, Kearney and Trecker Corporation; and Wilson W. Wyatt partner, Wyatt Grafton and Graftpartner, Wyatt, Grafton and Grafton.

Bunche, Granger Named To American Foundation

Journal & Guide P. 14
Sat. 3-2-57

NEW YORK — Ralph J. Bunche, Under Secretary of the United Nations and Lester B. Granger, executive director of the National Urban League, have been elected, as members of the board of trustees of the American Heritage Foundation, it was announced by John C. Cornelius, president and General Walter Bedell Smith, chairman of the board of the foundation.

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Dr. Bunche

Mr. Granger

Dr. Bunche And Granger On AHF Board

Courier P. 23
Sat. 3-2-57
Pittsburgh, Pa.

NEW YORK—Ralph J. Bunche, Under-Secretary of the United Nations, and Lester B. Granger, executive director of the National Urban League, have been elected members of the board of trustees of the American Heritage Foundation, it was announced by John C. Cornelius, president, and Gen. Walter Bedell Smith, chairman of the board of the foundation.

Bunche, Granger elected Heritage board members

Afro-American Sat. 3-2-57

Baltimore, Md.

MR. GRANGER DR. BUNCHE

P. 3

NEW YORK — Dr. Ralph J. Bunche and Lester B. Granger have been elected as members of the board of trustees of the American Heritage Foundation, an organization to encourage voting.

The announcement of the United Nations and National Urban League officials election was made by John C. Cornelius, president and Gen. Walter B. Smith, chairman of the Foundation.

DURING 1950, 1952 and 1956, the organization sponsored the register and informed vote campaigns and the 37,000-mile tour of the Freedom Train from 1947-49.

Among other new trustees elected were Mrs. Eleanor Roosevelt, Adlai E. Stevenson, Jervis J. Babb, William J. Barrett, Ernest R. Breech, Gen. Alfred M. Gruenther and others.

* * *

"I ACCEPT with great pleasure the invitation to become a member of the board of the American Heritage Foundation," said Dr. Bunche on being informed of his selection. He termed it "an unusual privilege."

Mr. Granger declared that he is "honored to be called upon to served on the foundation's distinguished board of trustees."

Houston U. Gets $6½-Million Gift

Post & Times Herald 3-16-57 Washington D.C.

HOUSTON, Tex., March 15 (AP)—The University of Houston will receive $6½ million in new gifts from some of its principal benefactors, it was announced last night.

Oilman Hugh Roy Cullen and his wife, who previously had given $25 million to the University, announced a new gift of $5 million for a College of Engineering building.

Officials of the M. D. Anderson Foundation also announced gift of $1½ million to endow six chairs for distinguished professors.

14c

The gifts were announced at a dinner honoring Mr. and Mrs. Cullen, Mrs. Jesse H. Jones, and representatives of the Foundation, the primary developers of Houston's 100-million-dollar Medical Center.

Georgians Reported Planning To Move Large Negro Family Close to Nixons

Option Claimed On $75,000 Home

By The United Press

Atlanta, Oct. 31.—A Georgia "resettlement" agency was reported Thursday to have obtained an option on a $75,000 mansion in Vice-President Nixon's neighborhood for the use of a Negro family with "10 or 15 kids."

The report was published in The Augusta (Ga.) Herald and was supported in part by State Representative A. A. Fowler, Jr., in Atlanta. Fowler is one of the incorporators of the American Resettlement Foundation. This group announced some time ago it would seek to locate Southern Negroes in Northern neighborhoods.

'This Is One of Several'

"We have an option on a house in a large American city," Fowler said, "We've put down a substantial amount to bind the trade. This is one of several transactions that is getting near the option stage. In every case (the houses) are the finest in white residential sections. The transaction involved a private party and a real-estate agency."

It was learned the foundation paid $3,000 as a binder on the property, described as a "very fine" home with all modern conveniences, including several baths.

The Augusta Herald quoted an unidentified "source close to Fowler" as saying the house was in Nixon's neighborhood. The Vice-President lives in a relatively exclusive section of Washington called Wesley Heights. His home is reported to have cost about $75,000, the going rate for those in the section.

The Little Rock City Council has ordered the arrest of N.A.A.C.P. officers. Thomas E. Dewey says Vice-President Nixon would make a "superb" G.O.P. presidential nominee. Both stories on Page 6.

Will Give 'Chance To Practice'

Fowler would not say Nixon's house was near the one for which an option had been obtained.

Associated Press Wirephoto

A. A. FOWLER

Announces resettlement

Fowler told the paper that earnest money and an option on the house was accepted yesterday. He said the family would be charged $1 a year rent on the $75,000 home.

Fowler said a group of attorneys will be standing by in the event residents of the Northern neighborhood attempt to block the Negro family from setting up housekeeping.

"We are going to insist that these citizens are provided with all their civil rights," he was quoted.

Fowler was also quoted as saying:

"We are looking for a family of large proportions. Ten or 15 kids would be fine. It is entirely possible we will have to ask the President to call out the Army to protect these children when they go to school."

Fowler, Atty. Roy V. Harris of Augusta, and State Welfare Director Allan Kemper organized the American Resettlement Foundation Inc., whose object is to settle low income Southern Negro families in upper class northern neighborhoods.

"The location is such that it will give one of the country's leading exponents of integration a chance to practice some of the 'mixing' he has been preaching to the people of Georgia and the South," Fowler was quoted.

to turn the house over to a low-income southern Negro family with a lot of children.

For Southern Negroes

The house, a six-bedroom, English Tudor home at 4341 Forest Lane, came under the spotlight because of an announcement in Georgia by the "American Resettlement Foundation," a white group which hopes to locate southern Negroes in swank northern neighborhoods.

A spokesman for Shannon and Luchs, one of Washington's leading realty firms, confirmed that a firm sales contract—no mere option—has been signed on Mrs. Mary Renshaw's house. He said the attorney who represented the purchaser was "well known" to the firm and "of excellent reputation."

Restricted Area

W.C. & A.N. Miller, builders who developed Wesley Heights about 30 years ago, said that the homes in the Forest Lane section were covered by restrictive covenants, forbidding sale to any nonwhite. The Supreme Court ruled several years ago that such covenants have no legal status, and are unenforceable in courts.

Realtors have subsequently used

A reporter who went to the house this morning found movers taking furniture out to a van. But he was unable to locate Mrs. Renshaw.

He did not identify the city. However, the Augusta Herald said it had learned from a source close to Mr. Fowler that the house was near the home of the Vice President in Washington.

Mr. Fowler declined to comment on The Herald story. But the State Welfare Director, Alan Kemper. a charter member of the foundation along with Mr. Fowler and Roy V. Harris of Augusta, was asked about the Nixon report. He replied:

"I would say Nixon is a pretty good candidate."

However, Mr. Kemper declined to specifically identify the "country's leading exponent of integration" or the city to get the first Negro family. But he said that a Negro family, preferably a large one, would be moved into a home in an exclusive all-white section probably by Christmas.

Confirms Option

He said that Mr. Fowler had obtained an option on a house in a neighborhood of homes in the $75,000 class "in one of the outstanding cities of the country."

Fowler was quoted earlier as declining to reveal the site selected for fear the exclusive neighborhood would try to block transfer of the property.

Mr. Harris said at his home in Augusta that publication last night of the proposed movement of the first Negro family northward had brought a deluge of telephone calls from northern news media. All asked, he said, if the neighborhood in question was that of Mr. Nixon's.

Mr. Harris said he had pleaded ignorance because "I actually don't know. Mr. Fowler has been handling that end of it."

When Mr. Fowler attended a meeting of Georgia peace officers in Augusta this week he was quoted by Augusta newspapers as having said that the project would give one of the country's leading exponents of integration a chance to "practice some of the mixing he has been preaching to the people of Georgia and the South."

"We have several things in the mill," Mr. Kemper also said. "We have had offers from all over the North and East from persons offering to sell us property. One came from Springsfield, Ill., the 'Land of Lincoln' and close to the home of Adlai Stevenson. But we haven't had time to investigate this offer."

Capital's Dealers Uncertain

Special to The New York Times.

WASHINGTON, Oct. 31—No one appeared to know tonight whether a house near the residence of Vice President Nixon was to be occupied by a Negro family from Georgia.

Several real estate agents who work in the Wesley Heights area, where the Nixons live, doubted that a "spite option had been taken on a house near the new Nixon home.

However, one agent told of an option on a house she had listed for sale. She said that another agent, who was acting for a lawyer with a client, had refused to disclose the client or any details. To make it more baffling, she went on, the agent said the client was "insisting on a house on Forest Lane."

Mr. Nixon lives at 4308 Forest Lane in the northwest section of the District of Columbia.

A reporting service for real estate sales said that no title had been passed for any of the houses for sale in the area.

The Washington Star said that a check of all homes for sale in the Wesley Heights area had produced nothing to back up the report that a Georgia segregationist group had optioned a house in the section.

Some houses on Forest Lane are up for sale.

Included in these is believed to be the home of Herbert Brownell Jr., who is retiring as Attorney General on Dec. 1. He lives at 4355.

Neither Mr. Nixon nor Mr. Brownell could be reached.

Another house on Forest Lane for sale is 4301. It is the former residence of the late Gen. George E. Patton.

Dixie Negroes Being Sent Into $75,000 Home

AUGUSTA, Ga. (AP)—A family of Southern Negroes will be moved into an exclusive, all white neighborhood in a Northern city within 60 days, the Chronicle said today.

State Sen. A. A. Fowler would neither identify the family nor name the city but said the home is in "an outstanding, quiet, respectable neighborhood in the $75,

BUYER UNKNOWN

Home Is Sold In Area

WASHINGTON (UP)—An anonymous purchaser, who conducted the negotiations through a well-known Washington attorney, has signed a firm contract to buy a $57,500 house on the same street as Vice President Richard M. Nixon's home, the United Press learned today.

The capital was abuzz with speculation as to whether or not the purchaser could be a Georgia "resettlement" group which plans

A NEGRO NEIGHBOR FOR NIXON HINTED

Georgia Segregationist Unit Said to Have Option on Big Washington House

ATLANTA, Oct. 31 (AP)—Vice President Richard Nixon appeared today to be the first target of the American Resettlement Foundation, which was organized to move Georgia Negro families into exclusive white neighborhoods of Northern cities.

State Representative A. A. Fowler of Douglas, founder of the organization, said last night in Augusta, Ga., that the foundation had obtained an option on a house in an exclusive all-white section of a large Northern city.

Negro Family May Locate Near Nixons

Continued from First Page

tice some of the mixing he has been preaching to the people of Georgia and the South."

"We are going to insist that these (Negro) citizens are provided with all their civil rights," Fowler said. He added that attorneys had assured the foundation it was on solid legal ground, and it will go to court if need be.

Fowler said the foundation hoped to have the house purchased and the Negroes settled in it within 60 days. One report said the Negroes would be charged only $1-a-month rent, but Fowler said merely, "It will probably go down in history as the lowest housing yet devised."

50 Families Have Applied

In a speech Wednesday night to the Georgia Peace Officers convention, apparently referring to the same project, Fowler said a Negro family "with 10 or 15 kids" would be moved into the house. Thursday he said several Negro families were under consideration out of 50 applicants.

Incorporators with Fowler in the foundation are Roy V. Harris of Augusta, long a powerful voice in Georgia segregation matters, and Allen Kemper, State welfare director, who signed the charter as a private individual. The foundation describes itself as a nonprofit operation supported by public contributions.

14c 1957

AMERICAN RESETTLEMENT FOUNDATION

House Obtained in North For Negroes, Fowler Says

Constitution, Atlanta, Ga.
p. 15 - Sect. 1 - 10-31-57

By A STAFF WRITER

AUGUSTA, Oct. 30—State Rep. A. A. Fowler Jr. of Douglasville, head of a plan to move Georgia Negro families into better white neighborhoods of the North and West, announced Wednesday night that he has obtained an option in a large Northern city.

Fowler, president of the American Resettlement Foundation, declined to disclose the city involved. But he said the house on which the foundation holds an option is in the $75,000 residential bracket.

Presumably, the house under option is in the neighborhood of a leading Northern exponent of racial integration. Fowler said the option must be exercised in about two weeks.

Fowler made the announcement at the annual meeting of the Georgia Peace Officers' Assn. He coupled the announcement with an appeal for funds to carry out the objectives of the plan.

Fowler said that Sheriff Carlos Gay of Laurens County, president of the peace officers' association, had indicated that he would provide a Negro family to move into the house which the foundation has under option.

Under the plan, the foundation — financed by contributions — is attempting to buy choice residential lots in white areas of Northern and Western cities and lease them to Georgia Negro families who want to leave the state.

The idea, as expressed by Fowler and other exponents of the plan, is to bring home to the North the implications and problems of racial integration. Privately, leaders say they will pick areas in which leading integration advocates live, such as Sen. Hubert Humphrey of Minnesota, Sen. Jacob Javits of New York and Vice President Nixon.

Fowler originally proposed that the state establish a commission to implement his resettlement plan. But because of constitutional questions, he chartered the American Resettlement Foundation as a private corporation.

Plans to move poor Dixie whites to better areas

NEW YORK—Aimed at giving white 'sharecroppers and tenant farmers' of the South an opportunity to improve their living habits, the Neighborhood Educational, Adjustment and Resettlement Foundation was formed here Friday.

Dunbar McLaurin, attorney, its organizer, admitted the idea for the association came on learning of the American Resettlement Foundation, Inc., formed in Georgia to place Southern colored families in Northern white neighborhoods.

A. A. Fowler Jr., founder of the Dixie group, has been invited to meet with McLaurin to discuss the possibility of pooling their efforts, it was learned Saturday.

Baltimore, Md.

MEANWHILE McLaurin congratulated Vice President Nixon on his democratic stand when confronted with the threat by the Southerners of moving a Southern family into his neighborhood in Washington.

The vice president said he would welcome his new neighbors when they arrived.

Nixon's statement appeared to have deflated somewhat the propaganda effect of Fowler's scheme. The Georgians concocted the idea of re-settling impoverished colored families in the North to "bring home to northerners some truths which southerners have found in their fight to keep the races separate."

Sat. - 11-9-57

MCLAURIN, in creating his foundation, pointed out that there were just as many impoverished white families in Georgia as there were colored.

He added he saw no reason why these families should be discriminated against and thought moving them to decent northern colored neighborhoods would serve an "excellent cultural purpose."

Dr. Dodds Gets Carnegie Grant

Herald Tribune
Fri. 3-24-57
New York

The Carnegie Foundation for the Advancement of Teaching announced yesterday that a grant has been given to allow Dr. Harold W. Dodds, who will retire in June as president of Princeton University, to direct a study of the office of college presidents in the United States.

The foundation said that Dr. Dood's study will be administrated by the Institute for College and University Administrators in Boston, which actually received the grant. The study will begin Jan. 1, 1958, and last two years, John W. Gardnerm, foundation president, said.

151 Get Degrees at Commencement

'Goodwill Is Must for Integration,' Danforth Head Tells Union Grads

RICHMOND, Va.—"Integration would not be enough even if it came tomorrow—we must have goodwill and forgiveness," Dr. Kemeth I. Brown declared at Virginia Union University's 58th commencement Monday.

Speaking to some 5,000 persons, including 151 graduating seniors, the executive director of the Danforth Foundation said: "Prejudice is not a one-way street and that Negroes, too, have prejudices.

"You are tempted to think of all whites as stereotypes, and the whites are tempted to think of you as stereotypes. Both theories are false."

Fifteen seniors were awarded graduates were Robert Clinton Murchison of Fredericksburg, and Betty Jean Loggins of Richmond.

The School of Religion's top graduates were Robert Benjamin Hooper Jr. and David Thomas Shannon, both of Richmond, and Thomas Orestus Wilson of Newport News.

Rhoades, treasurer of the American Baptist Home Mission Society and trustee of five colleges affiliated with the society, and the Rev. William Amos Young, pastor of churches in Essex and Caroline counties for more than 40 years.

Top ranking arts and science Bachelor of Divinity degrees and 136 were awarded Bachelor of Arts or Bachelor of Science degrees.

Honorary degrees were conferred on Mrs. Ethel Boyd White, president of the Woman's Baptist Missionary and Educational Association of Virginia; William H.

2000 Gifts To Promote Leadership

Post Times Herald
Washington, D.C.
Wed. 4-24-57

NEW YORK, April 23 (AP)—An educational project to find and sponsor college graduates with a capacity for leadership was announced today by Edward J. Noble, founder of the Edward John Noble Foundation.

The foundation will make grants of $2000 a year to selected college graduates who have leadership potential and wish to pursue their studies further in graduate schools.

The number of grants has not been determined, but the Foundation said it expected ultimately it would be more than 200 a year.

Candidates will be considered by the Foundation only after they have been designated by college officials who have observed them in class and on the campus.

The Foundation said there was "a dire need for leadership in the world" and that it was eager to help individuals with such potential prepare for responsible positions in business, the law, medicine, teaching, government, the ministry and other fields.

Noble is chairman of the board of Beech-Nut Life Savers, Inc., and a director and chairman of the finance committee of American Broadcasting-Paramount Theaters, Inc.

Foundation Gives Third Of $1,000,000 In Grants

Journal & Guide Norfolk, Va.
Sat. 10-12-57

NEW YORK—(INS)—Fifty-three educational grants totaling more than a third of a million dollars to develop "leadership potential" have been announced by the Edward John Noble Foundation.

The grants are the first step in a long-range program to encourage young men and women to become leaders in professional fields. Beginning next year, the program is expected to be expanded substantially. The first grants, awarded to 1957 graduates of 29 colleges and universities, may range as high as $8,000 for each student during the training period required.

• • •

NOBLE, WHO established the foundation and is chairman of its board of trustees, said:

"The foundation trustees realize that in today's troubled world there is vital need for leadership. The foundation . . . is concerned with developing leadership wherever it manifests itself. This is one of our most important national assets and must not be wasted."

Adlai Stevenson To Field Foundation

Journal & Guide
12-7-16-57
Page 14
1 Sp

CHICAGO — (INS) — Adlai E. Stevenson has accepted an offer to become a director of the Field Foundation.

He will assume the directorship which was held by Marshall Field who died last November.

Mrs. Marshall Field, vice-president of the Foundation, said the principal interests of the trust are in child welfare, inter-cultural and interracial relations.

14c 1957

$25,000,000 Ford Foundation Gift Will Help Train College Teachers

Courier-Journal Fri. 4-5-57 P.1

Louisville, Ky.

Grant Largest Of Its Kind

By BENJAMIN FINE

© New York Times News Service

New York, April 4.—The Ford Foundation announced today a $25,000,000,000 grant to help train college teachers.

This is the largest gift ever made in this country to improve higher-education facilities.

In 1955 the foundation gave $260,000,000 to help raise the level of faculty salaries in private colleges and universities.

Established In 1945

The latest Ford gift will go to extend and develop the National Woodrow Wilson Fellowship program. The program was established at Princeton University in 1945 to encourage gifted college graduates to embark on studies leading toward a doctorate.

A year ago the project moved to the University of Michigan campus. The foundation will pay the university $200,000 to operate the program.

The foundation officers hope the grant will attract able college students into the acamedic profession.

Will Average $2,200

Graduate followships to potential college teachers will be provided at the rate of 1,000 a year for the next five years. The awards are expected to average $2,200 and will take $11,000,000 of the total grant.

Another $10,000,000 will go to universities to aid graduate students beyond the first year. The foundation will give the colleges $2,000 for each Woodrow Wilson fellow who enrolls. Three fourths of this amount must be used for financial aid to graduate students, particularly in their final year.

The students will be expected to take their doctoral degree. In this way more doctorate students will be developed. College seniors who wish to embark on the program will be eligible to attend the college of their choice.

Stahr Was at Meeting

(At a meeting in Washington March 25 to discuss the new project, Elvis J. Stahr, Jr., represented the President's Committee on Education Beyond High School. Stahr has just resigned as dean of the University of Kentucky College of Law to become vice-chancellor of the University of Pittsburgh.)

Nominations for the grants will be made by local faculty members. The final selection will be made by regional committees and a national committee.

Awards will be made in the humanities, social sciences, natural sciences, and mathematics. Fellowship recipients will be free to select their own fields of study.

Recruitment To Be Feature

A feature of the program will be the recruitment campaign. It will be conducted through a corps of 100 or more faculty members. Each will give approximately a third of his time to stimulate faculty co-operation on about 1,000 college campuses.

Four or five ful-time regional field directors will co-ordinate the program. The recruiting is expected to cost $2,800,000. Administrative expenses will cost $1,000,000.

A foundation announcement said:

"In the next 15 years it is expected that we will be teaching twice as many college students as at present. Yet up to now college training is the one major field for which able college students have not been actively recruited.

"The program of the National Woodrow Wilson Fellowship Corporation provides a co-ordinated attempt to meet the serious shortage of qualified faculty members in our colleges and universities."

Ford Foundation Grants $234,916 To Report Unit

Daily World Atlanta Ga.

Sun. 5-12-57

NASHVILLE, Tenn. — Southern Education Reporting Service has announced a two-year extension of its work under a grant of $234,916 from the Fund for the Advancement of Education, an independent agency estbalished by the Ford Foundation. The grant is effective July 1.

P. 4 14c

Since September, 1954, the Reporting Service has published Southern School News, a monthly paper which describes developments in the 17-state area affected by the 1954 Supreme Court ruling on school segregation. SEAS is directed by a board of editors and educators and its headquarters are located in Nashville's university center.

Frank Ahlgren, editor of the Memphis Commercial Appeal and chairman of the SERS board, made the announcement here. Thomas R. Waring, editor of the Charleston (S.C.) News and Courier, is vice chairman. The executive director is Don Shoemaker, former North Carolina newspaperman.

"OUTSTANDING JOB

Ahlgren also announced two additons to the board of directors. They are Dr. Luther H. Foster, president of Tuskegee Institute in Alabama, and Bert Struby, editor of the Macon (Ga.) Telegraph.

154 WIN GRANTS FROM FORD FUND

Virginia Pilot Norfolk Va.

Aug 5 1957

Foreign Affairs Fellowships Are Intended to Assist Recipients in Careers

The Ford Foundation announced last week the award of 154 fellowships in foreign studies for the coming academic year and invited applications for 1958-59.

The program is designed to promote international understanding by training more persons in foreign affairs. Recipients are expected to improve their qualifications for careers in business, government and journalism as well as in academic fields. The awards cover Asia, the Near East, the Soviet Union, Eastern Europe and Africa, although most of the recipients will study in this country.

Most of the fellowships granted are for one year, though some are a few months shorter or longer. About one-fourth are to fellows of previous years whose performance has been outstanding.

The awards are granted on an individual basis to cover basic maintenance, tuition and tavel maintenance, tuition and travel from Berkeley, Calif., to Ghana, Indonesia and Hong Kong. The foundation appropriates about $1,000,000 a year for the program, now entering its seventh year.

To Study in Indonesia

Diane K. Lewis of Los Angeles, a graduate student of anthropology at Cornell, will study the role of women in an Indonesian village. Harold C. Fleming of New Haven, a graduate anthropologist at Yale, will go to Ethiopia to study sociocultural change. Dwight J. Simpson, an Assistant Professor of Political Science at Williams College, will spend a year in Turkey studying languages and politics.

Most of the fellowships are for study of Russian or Chinese at Columbia, Harvard and other American universities.

To qualify for fellowships the applicants must be United States or Canadian citizens or permanent residents who expect to become citizens. Those under 35 years of age are eligible for Foreign Area Training Fellowships, combining graduate training in one of the social sciences or humanities with study of the language, literature, history and the social, cultural and economic life of these regions.

Eleven of the 154 announced yesterday received International Relations Training Fellowships. These are open to persons under 40 with a doctor of philosophy degree or equivalent experience. The purpose is to improve teaching and research in international relations, on the one hand, and one of the related social sciences or humanities on the other.

Area Colleges Get Ford Aid

Post & Times Herald P.3-A

Mon. 6-24-57

A $6.5-million bonanza to finance pay boosts for college teachers will be distributed in Washington, Maryland and Virginia this week.

Checks from the Ford Foundation will go out to 37 privately supported colleges and universities, as the second and last installment on the Foundation's teacher-pay program. The first payments were made last July.

In all, the Foundation has distributed $260 million to 630 American schools. Each must invest the money and use the interest to raise salaries. After 1966, the principal may be used for any academic purpose.

In Washington, eight colleges and universities will receive checks totaling more than $2.5 million. About the same amount was distributed to the same schools last year.

American University will receive $216,000; Catholic University of America, $924,000; Dunbarton College of the Holy Cross, $41,000; George Washington University $391,000; Georgetown University, $793,500. Howard University, $35,000; Trinity College, $86,500, and Washington Missionary College, $66,000.

In Maryland, where $1.9 million will go to 13 schools the top recipient is Johns Hopkins, which will get $857,000. In Virginia, where 16 schools will share $2.2 million, Hampton Institute leads with a $259,500 grant.

Grants are based on the amounts the schools spent for undergraduate instruction in 1954-55.

Most of the colleges report that they already have made some pay increases as a result of last year's grants. The others say they are studying pay-boost plans.

Catholic University has raised teachers' salaries 25 per cent over the past three years, reported Msgr. William J. McDonald, vice rector. The University received $830,000 under the Ford program last year, and supplemented it with its own funds, Msgr. McDonald said. "Considerable further increases are envisioned" when the new Foundation check is received, he added.

Georgetown University, which received $725,000 last year, has passed on "substantial increases" to its faculty, said the Very Rev. Edward B. Bunn, S. J., University president. With Foundation and other funds, scales have been raised twice in the past few years, he said.

Emphasis has been on teachers in the lower ranks, where increases since 1948 averaged 50 per cent, while other levels were raised 38 per cent, he said.

George Washington University also has added its own funds to the Foundation money to give across-the-board raises to faculty members, Treasurer Henry W. Herzog said, and another increase is scheduled for Sept. 1. The University received $385,000 from the Foundation last year.

All teachers in liberal arts undergraduate divisions at Howard University have received increases as a result of last year's grant of $220,000. Across-the-board raises have been put into effect at Dunbarton and Trinity colleges. A comprehensive pay increase plan is reported under study at American University.

Six Colleges Aided By Ford Foundation

Daily World Tues. 6-25-57 P.1

Atlanta, Ga.

Six private Negro colleges, five of which are in Atlanta, will be among 15 institutions in the state receiving checks this week totaling $1,992,000 from the Ford Foundation which is issuing final contributions under its program to raise teachers' salaries.

Spelman and Morehouse Colleges will be among 126 schools in the nation scheduled to receive accomplishments grants from the Foundation totaling $50,000,000. The following institutions will receive the amounts indicated:

Atlanta University, $35,000; Clark College, $77,000; Morehouse College, $92,000 accomplishment grant of $59,500; Morris Brown College, $79,000; Spelman College, $66,500, accomplishment grant of $46,500, Paine College, Augusta, $32,000.

In 1955, Ford Foundation appropriated $3,887,000 to Georgia institutions, and in 1956, approximately half of that was distributed among 15 Georgia schools. The Foundation originally appropriated $260,000,000 under the faculty salary program for 630 schools in the nation. These schools will receive $130,172,500 in checks for the final payment.

The schools will put the final payment in their endowment funds, and the income from them will be applied to faculty salaries. The principal sum may be used for further salary support or for any other academic purpose after 10 years.

Ford Foundation puts $2,541,000 in 35 colleges

Afro-American P. 9

Sat. 6-29-57

Baltimore, Md.

WASHINGTON (NNPA) — Thirty-five privately-supported colleges and universities, virtually all located in southern states, this week, received checks totaling $2,541,000 from the Ford Foundation.

The money was the Foundation's second and final payment under its program to help raise faculty salaries in institutions of higher learning. Altogether a total of $130,172,500 was given by the Foundation to 630 schools.

* * *

IN ADDITION to the $2,541,000 paid the 35 colleges and universities, supplemental grants of $283,500 was paid to four schools, for accomplishment.

This made a total of $797,000 paid under the accomplishment grants. Those receiving the accomplishment grants were Morehouse, $59,500; Dillard, $72,000; Johnson C Smith, $51,500, and Fisk, $100,500.

Previously, the same four institutions had received $513,500 in accomplishment grants.

* * *

THIS YEAR'S payments brought to $5,401,500 the total in payments received from the Foundation by the 35 colleges and universities under the plan.

The schools received the checks, with the amount of the final payment and the total grant are:

Miles College, Birmingham, Ala., final payment, $71,500; total grant, $141,500.

Talladega College, $50,000; $100,000.

Tuskegee Institute, $212,500; $417,500.

Philander Smith College, Little Rock, Ark., $80,000; $160,000.

Howard University, $35,000; $255,000.

Bethune - Cookman College, $70,500; $140,500. Florida Normal and Industrial Memorial College, $23,000; $48,000.

Atlanta University, $5,000; $100,000.

Clark College, Atlanta, $77,500; $147,500.

Morehouse College, $92,000; $177,000; plus accomplishment grant, $59,500, and total accomplishment grant, $109,500.

Morris Brown College, $79,000; $154,000. Paine College, Augusta, Ga., $32,000; $67,000.

Spelman College, Atlanta, $66,500; $131,500.

Dillard University, $104,500; $204,-50; plus accomplishment grant $7,200; and total accomplishment grant, $127,000.

Xavier University, New Orleans, $153,000; $308,000.

Rust College, Holly Springs, Miss., $46,000; $91,000.

Tougaloo Southern Christian College, Tougaloo, Miss., $6,000; $86,000.

Bennett College, Greensboro, N.C., $67,000; $127,000.

Johnson C. Smith University, $78,000; $148,000; plus accomplishment fund, $51,500; total accomplishment fund grant, $91,500.

Livingstone College, $57,500; $112,500.

St. Augustine's College, $53,500; $113,500.

Shaw University, $65,500; $125,500

Allen University, $67,500; $132,500.

Allen University, $67,500; $132,500.

Benedict College, $56,000; $96,000.

Fisk University, $154,000; $299,000; plus accomplishment grant, $100,-500; total accomplishment grant, $185,500.

Knoxville College, $56,500; $111,-500.

Lane College, $40,000; $80,000.

LeMoyne College, $5,500; $85,500.

Bishop College, $46,000; $91,000.

Huston-Tillotson College, $75,500; $145,500.

Wiley College, $60,500; $120,500.

Hampton Institute, $259,500; $514,-500.

St. Paul's Polytechnic Institute, $62,500; $117,500.

Virginia Union University, $76,500; $146,500.

14c 1957

WISCONSIN-HISTORY
THE FORD FOUNDATION has made a grant of $100,000 to the University of Wisconsin for studies in the history of American philanthropy. The studies are to be made over a period of five years under the direction of Merle Curti, Frederick Jackson Turner professor of American History.
Times p.E 9
Sun. 1-27-57
New York, N.Y.

FORD FOUNDATION

Ford School Help Totals $401 Million

Last Times Herald P.6-B
Washington, D.C. 14c
Sun. 2.24.57

Two of every three dollars spent by the Ford Foundation in the last fiscal year has gone to benefit American education.

A summation shows that $401 million of the $602 million outlay was earmarked for support of educatiqnal institutions and activities..

According to the foundation's annual report, soon to be published, educational allocations broke down like this:

- $312 million in grants and $89 million reserved for future grants. Of this, $210 million was set aside to help improve college faculty salaries.
- $100 million for medical education.
- $17.5 million for the Fund for Adult Education.
- $8 million for educational television.
- $5 million for development of library resources.
- $5 million for non-salary teacher benefits.
- $1.7 million for publications in the humanities and social sciences.

First payments on grants from the Foundation's $210 million faculty salary program were distributed to 603 private 4-year institutions July 1, 1956 Second installments will be paid by the end of June, 1957.

According to the report, "the Foundation's actions recognize the pivotal role of college teachers in the intellectual enrichment of a democratic society." It adds: "The funds are regarded as challenge grants which, far from representing a solution to the salary problem, are aimed at stimulating broad-scale support of higher education by alumni, friends and other institutions."

The Foundation report observed that "medical education is one of the most vexing problems of the university administrator." It pointed out that to train a medical student costs on the average about four times as much as a liberal arts student.

"To help strengthen medical education and thus the physical well-being of the American people," the Foundation made two major appropriations last year:

- $90 million for endowment grants to improve instruction in the Nation's 44 privately-supported medical schools.
- $10 million to assist the National Fund for Medical Education in widening financial support of medical education generally.

Ford Foundation Grants $25 Million To Aid College Teacher Training

Advocate
Stat. 2-13-57
Jackson, Miss.

New York, April 8—The Ford Foundation announced yesterday a $25,000,000 grant to help train college teachers.

P 4
14c

The foundation said it was the largest gift ever made in this country to encourage students to go into college training. In 1955 the foundation gave $260,000,000 to help raise the level of faculty salaries in private colleges and universities.

The new Ford gift will go to extend and develop the National Woodrow Wilson Fellowship Program. The program was established at Princeton University in 1945, to encourage gifted college graduates to embark upon studies leading toward a doctorate.

A year ago the project moved to the University of Michigan campus. The foundation will pay the university $200,000 to operate the program.

Graduate fellowships to potential college teachers will be provided at the rate of 1,000 a year for the next five years. The awards are expected to average $2,200, and will take $11,000,000 of the total grant.

A total of $10,000,000 more will go to universities to assist graduate students beyond the first year. The foundation will give the colleges $2,000 for each Woodrow Wilson fellow who enrolls. Three-fourths of this amount must be used for financial aid to graduate students, particularly in their final year. The students will be expected to take their doctoral degrees.

In this way more doctoral students will be developed. A college senior who wishes to embark on the program will be eligible to attend the college of his choice.

Nominations for the grants will be made by local faculty members. The final selections will be made by regional committees and national committee.

Awards will be made in the humanities, social sciences, natural sciences and mathematics. A fellowship recipients will be free to select his own field of study.

FORD FUND GRANT TO AID REFUGEES

Times P.2-C

Hungarian Students, Artists and Intellectuals in Europe Will Get $1,000,000

Thurs 2-7-57
14c
New York

The Ford Foundation has appropriated $1,000,000 to help 500 Hungarian refugee students and other displaced Hungarian intellectuals and artists continue their work in Europe.

This was announced here yesterday by Dr. Henry T. Heald, president of the foundation, and in Vienna, where Shepard Stone, director of the foundation's international affairs program, has been meeting with European educational administrators.

Of the $1,000,000 total, $823,850 is an immediate grant for tuition and living expenses at educational institutions in Belgium, France, Germany, Great Britain, Italy and Switzerland.

The funds will go to the central educational agency in each country, the foundation said. The agency then will award fellowships to individual students in accordance with local custom, averaging $850 for each student during each of the two years of the program.

Similar use will be made of $96,150 in other European countries where negotiations with educational authorities are in progress.

The $80,000 remaining is granted to the Congress for Cultural Freedom in Paris for aid in Austria and elsewhere to Hungarian intellectuals and artists.

Advantages in Europe Cited

Dr. Heald said that Hungarian students would be better able to study in European countries where the educational systems were similar to those of pre-Communist Hungary, where family ties would be less strained and where costs would be less than in the United States.

He asserted that Hungarian students, as leaders in their country's struggle against Communism, had struck a telling blow for intellectual as well as political freedom.

"It is fitting," he said, "that they should now be welcomed to the universities of free Europe where those freedoms can be nurtured and given new vitality for the future, not only for the future of Western Europe but hopefully for Hungary as well."

The foundation already has granted $76,000 to aid Hungarian refugee students in this country. The World University Service has received $10,000 for emergency support and the Institute of International Education $66,000 for intensive English courses at Bard College, Annandale-on-Hudson, N. Y., and at St. Michael's College in Winooski, Vt.

Ford Foundation Reports Large Share For Education

Daily World Fri. 3-1-57
Atlanta Ga.
P. 4 14c

NEW YORK (INS) — The Ford Foundation reported today that approximately two dollars of every three spent by the foundation in the last fiscal year were allocated to support education in the United States.

The Foundation said a total of $401 million was designated to benefit institutions and educational activities during the period ending Sept. 30 1956. This sum bulked largest in commitments totaling $602 million.

Of the educational allocations, according to the Foundation's 1956 annual report slated to be released in April at least $312 million was handed out in grants and $89 million was set aside for future grants.

Largest sum in the special budget was the hu- $210 million award to help improve faculty salaries at 530 private four-year colleges and universities.

The Foundation said first—installment payments on grants from the $210 million award—and an additional $50 million "accomplishment grant" to 126 schools which previously had improved teachers' salaries — were distributed by July 1. Second installments will be paid by the end of June.

Officials said the two huge awards are regarded as "challenge grants" designed to stimulate increased support of higher education by alumni, friends and other institutions. The $210 million was earmarked for endowment grants with income reserved to increase faculty salaries.

Other major education allocations made by the Foundation during the year included: medical education, $100 million; the Fund for Adult Education $17.5 million; educational television, $8 million; development of library resources, $5 million; non-salary teacher benefits, $5 million; and publications in the humanities ad social sciences, $1,725,000.

Ford Fund In Grants of $40,000,000

Herald Tribune
Sun, 4-7-57
New York

The Ford Foundation announced yesterday grants and appropriations totaling more than $40,000,000 for educational, research and development programs in the United States and overseas during the second quarter of its current fiscal year, January through March.

The sum includes $25,000,000 to recruit college students for academic careers in an effort to meet the rising college teacher shortage and $1,100,000 to provide continued educational opportunities for Hungarian refugees. These two appropriations had been announced earlier this year.

Among the major recipients of grants and appropriations are:

CARNEGIE INSTITUTE OF TECHNOLOGY—$750,000, for research support and endowment of research professorship.

UNIVERSITY OF CHICAGO—$800,000, to support an inter-university program for visiting scholars from Asia and the Near East.

FOREIGN AREA AND INTERNATIONAL RELATIONS TRAINING FELLOWSHIPS—$1,0000,000, for the academic year 1958-'59.

NATIONAL FUND FOR MEDICAL EDUCATION—$1,393,907, for assistance in strengthening financial support for medical schools throughout the United States.

UNIVERSITY OF NORTH CAROLINA—$527,000, for a program of regionally oriented studies of urban growth.

POPULATION COUNCIL — $1,000,000, for research and training activities both here and abroad relating to population growth.

NATIONAL COUNCIL OF APPLIED ECONOMIC RESEARCH, India—$500,000 for independent research and study concerning practical economic and technical problems in India.

of New York City.

A grant of $400,000 was made to the College of Medicine, and will be used for instructional purposes; while a $50,000 award went to the College of Liberal Arts and the Graduate School to help finance the University's expanded African Studies Program.

The medical school grant was the second of two gifts which the Foundation announced in September, 1956. At that time the school received $500,000. According to the terms of the grant, the money will be held by the University as an invested endowment for 10 years, during which time the income from the investment may be used for instructional purposes. After 10 years the University will be free to use the principal sum.

The gift to the College of Medicine was one of 45 made to private medical school in the United States in the Foundation's $90,000,000 program to strengthen medical instruction.

The gift for African Studies was also the second made to the University by the Foundation. In 1954 a grant of $29,000 enabled the program, which is an inter-departmental project, to be expanded. The new grant will assure the continuation of the expanded program for another five years.

The gift is designed to provide increased opportunities for undergraduate students to study Africa and its problems, and to train select graduate students who plan to continue their studies of Africa or to work in the African field. The program is directed by Dr. E. Franklin Frazier, professor of sociology.

Two Ford Foundation Grants Totaling $450,000 Awarded Howard University

Jackson, Miss.
Sat. 4-20-57

Gifts Earmarked For College Of Medicine And African Studies Program

Washington, D. C.—Howard University officials today announced the receipt of two grants totaling $450,000 from the Ford Foundation

$25 Million Ford Grant To Ease Teacher Need

Post & Times Herald Fri, 4-5-57

$25,000,000 Granted To Teacher Training

By BENJAMIN FINE

The Ford Foundation announced yesterday a $25,000,000 grant to help train college teachers.

The foundation said it was the largest gift ever made in this country to encourage students to go into college teaching. In 1955 the foundation gave $260,000,000 to help raise the level of faculty salaries in private colleges and universities.

The new Ford gift will go to extend and develop the National Woodrow Wilson Fellowship Program. The program was established at Princeton University in 1945, to encourage gifted college graduates to embark upon studies leading toward a doctorate.

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Nominations for the grants will be made by local faculty members. The final selections will be made by regional committees and a ntaional committee.

Awards will be made in the humanities, social sciences, natural sciences and mathematics. A fellowship recipients will be free to select his own field of study.

Recruitment Corps Provided

A feature of the program will be the recruitment campaign. It will be conducted through a corps of 100 or more faculty members. Each will give approximately one-third of his time to stimulate faculty cooperation on about 1,000 college campuses.

Four or five full-time regional field directors will coordinate the program. The recruiting is expected to cost $2,800,000. Administrative expenses will cost $1,000,000.

An independent governing board is to be made up of a combination of outstanding laymen and educators. The board members and executive officers will be announced later.

The importance of training men and women to enter upon college teaching was stressed by Dr. Henry T. Heald, president of the foundation, who made the announcement at the Southern University Conference in Houston.

"In the next fifteen years," he said, "it is expected that we will be teaching twice as many college students as at present. Yet up to now college teaching is the one major field for which able college students have not been actively recruited. The program of the National Woodrow Wilson Fellowship Corporation provides a coordinated attempt to meet the serious shortage of qualified faculty members in our colleges and universities."

To Spur Other Fellowships

In addition to the 1,000 winners each year, the committee will make available an honorable-mention list. It is expected that many graduate schools will be in a position to offer fellowships to the superior students on this list.

The prospective rate of enrollment in graduate schools, said Dr. Clarence H. Faust, vice president of the foundation, is enough teachers.

If the number of doctoral candidates available to teaching is not increased, he said, the proportion of faculty members with Ph.D. training will fall from the present 40 per cent to 20 per cent on less by 1970.

"The problem is one of quality as well as quantity," Dr. Faust said. "The quality of higher education will not be served by meeting the faculty shortage with inadequately prepared people or by training those of mediocre ability.

"We must make a serious effort not only to induce more young men and women to prepare for college teaching, but also to persuade more of our ablest college students to choose college teaching over other careers. This is the purpose of the Woodrow Wilson Fellowship Corporation."

Out of the total funds appropriated, $200,000 will be made available to the Association of American Universities and its affiliate, the Association of Graduate Schools.

The gift will be used to provide for an immediate increase of 100 Woodrow Wilson fellowships for the fall of 1957—a 50 per cent rise over the 200 awarded this spring.

Medical Journalism Awards Now Available

Daily World Long Is. 1-6-57
Atlanta Ga. P. 3

NEW YORK — The Albert and Mary Lasker Foundation announced the opening of the eight annual Albert Lasker Medical Journalism Awards competition (January 5). Newspaper stories, magazine articles and radio-television programs dealing with medical research or public health during 1956 are eligible. The deadline for entries will be February 11, 1957.

Inaugurated in 1949 the three Medical Journalism Awards have been increased this year from $1,000 to $2,000 each. Included with each award is a citation and a silver statuette of the Winged Victory of Samothrace, symbolizing victory over death and disease.

They will be presented to the newspaper writer and magazine writer who have written during 1956 the best articles, series of articles, editorials or columns dealing with the improvement of public health or the prolongation of life through medical research or public health programs.

The radio-television award will be presented to the best program or series of programs in this field broadcast over a station or network during 1956.

A committee of eminent journalists, laymen and physicians will judge the entries. Articles and scripts will be rated on the basis of accuracy, significance timeliness and proficiency in the translation of technical information into lay language, and skill in arousing and holding the average person's interest.

The Foundation seeks especially to recognize journalism that contributes to a better public understanding of medical research and health programs relating to the diseases which are major causes of death or disability; especially heart diseases, cancer, mental illness, arthirtis, blindness and neurological diseases.

The winners of the 1955 awards were:

Newspapers - Selig Greenberg, staff writer, the Providence (R. I.) Journal and Evening Bulletin for his series of articles, February, 1955, on "Hormones: Revolution in Medicine", and Mrs. Joan Geyer, staff writer, the Provo (Utah) Daily Herald, for her series of articles, May, 1955, on "The Secret Sickness -- Mental Illness."

Magazines - Steven M. Spencer, associate editor, The Saturday Evening Post, for his article, "Mystery of the Blinded Babies", published in June, 1956.

Television - "The March of Medicine", documentary film and live-action series produced by Smith, Kline and French Laboratories Philadelphia, over the National Broadcasting Company network.

Entries may be made by individual writers, editors or executives. As many entries as desired may be made, provided articles have been published and programs have been broadcast during the calendar year 1956.

Entry blanks and other information may be obtained from the Albert and Mary Lasker Foundation, Chrysler Building, New York 17, N. Y. Entries should be forwarded to the Foundation not later than February 11, 1957.

The 1956 winners will be announced by the Foundation early in the spring of 1957.

Liberal Arlington blonde wins award

Afro-American Sat 6-15-57
Baltimore Md.

RICHMOND

The Fund for The Republic, which grants awards annually to those who have contributed to the American tradition, this year awarded one of its annual citations to Mrs. Barbara S. Marx of Arlington County, Va.

Mrs. Marx is the white member of the board of directors of the Virginia State Conference of NAACP Branches, vice-president of the Arlington County branch and president of the Seventh District, which include all the branches in northern Virginia.

Mrs. Marx, along with six other white parents petitioned the Arlington School Board to integrate its schools in conformity which the mandate of the Supreme Court.

* * *

BECAUSE SHE was marked as an active "NAACPer" she and her family were threatened and subjected to all sorts of obscene letters and telephone calls.

After disposing her telephone at midnight in a clothes hamper, at the instigation of the Defenders and their bigots, anonymous calls sent business firms to her home in the dead of night, along with the fire department and the police department to harrass and punish her for her activities.

This became known about the country and many newsmen wrote stories about her persecution for standing up for the America tradition. Several of these received citations and some money awards.

* * *

WILLIAM KOREY, executive secretary of B'nai Brith in Washington, received a money award from the Fund of the Republic for his story but sent it to the legal Defense Fund of the NAACP.

Mrs. Marx received for her part, as testified to by the several writers an engraved scroll which reads as follows:

"To Barbara S. Marx whose courageous action contributed the American tradition and was to the subject of a prize winning letter illustrating how the good sense of Americans has prevailed in their daily lives, particularly in conflicts or disputes which may never have reached the headlines."

Further a notation is made as follows: "The case of Mrs. Barbara S. Marx, who contributed to the American tradition by standing firm against discrimination and threats of violence in defense of human equality before God and the law." — (Dr.) E. B. Henderson.

Lutherans Get Grant From Fund

Defender Chicago Ill.
Sat 6-15-57

NEW YORK — The Fund for the Republic announced it had made a grant of $10,000 to the United Lutheran church in America for its study of race relations.

The grant will be used to assist congregations of the church in the South to develop a study and action program on race relations, Dr. Harold Letts, secretary for social action of the Board of Social Missions, announced.

The United Lutheran church is tht largest Lutheran body in North America with more than 2,360,000 members.

The Fund for the Republic grant, Dr. Letts said, will be used by the church to further the community study and action program growing out of a School on Race Relations which the board will hold on the campus of Wittenberg college, Springfield, Ohio June 24-28.

More than 100 leaders, selected by the 32 synods of the United Lutheran church, will attend the school, according to Dr. Letts.

Purpose of the conference will be to prepare its participants to conduct local study and discussion programs on race relations, Dr. Letts said, with special attention to Christian orientation and background material on race relations in the U. S. and Canada.

There will be biblical-theological studies and lectures as well as an analysis of the problem of race relations from a sociological point of view and panel discussions on integration in the church.

The Board of Social Missions has appropriated $5,000 for the expenses of the five-day conference.

Dr. F. Eppling Reinartz, New York, secretary of the United Lutheran church and president of the National Lutheran Council, will address the school at its opening session.

"The Christian Interpretation of Race" will be discussed in a theological presentation by the Rev. Dr. T. A. Kantonen, professor of systematic theology at Hamma Divinity School, Springfield. Dr. Karl Hertz, associate professor of sociology at Wittenberg college and Hamma Divinity school, will speak on "Sociological Analysis of Race and Cultural Issues."

Other speakers will include Dr. William C. Walzer, New York, of the Joint Commission on Missionary Education of the National Council of Churches, and Dr. Letts who will discuss the statements of the United Lutheran church on human relations and desegregation.

Internal Revenue Halts $23,000 In Grants To Highlander Folk School

Call Fri. 6-7-57 P.T.
Kansas City, Mo.

MONTEAGLE, Tenn. — (ANP) — The use of $23,000 in grants from the Marshall Field Foundation and Phelps Stokes Fund for public school integration workshops at the Highlander folk school has been prohibited by an Internal Revenue service ruling that the school is not an exempt educational organization.

B. R. Brazeal, dean of Morehouse college and chairman of the Highlander executive council, has announced that the Internal Revenue service is reconsidering its ruling on the basis of information furnished them by 18 of the nation's most outstanding adult educators.

In the meantime, Chairman Brazeal said, it will be necessary to appeal for special contributions from individuals and organizations where tax deduction is not a consideration since the decision came without warning after 81 community leaders had been awarded scholarships for the summer workshops.

To Hold Scheduled Workshops

The June 15-21 and other workshops will be held as scheduled and are designed to meet the needs of adult citizens desiring to help in providing local leadership for an orderly transition from a segregated to an integrated school system. The workshops will be directed by Mrs. Septima Clark of th regular Highlander staff.

Commenting on the action of the Internal Revenue service, Dr. Reinhold Niebuhr of the Union Theological seminary, who was on Highlander's first board of directors, writes: "The only opponents of the school that I know of are the racists of the South, who object to its integration policy, which was in effect long before the Supreme court decision."

Affects All Education

The executive director of the Adult Education association of the United States, Malcolm S. Knowles, said that "if Highlander's educational status is put into question, then that of the entire field of adult education is as well." Knowles continued, "Highlander folk school is one of the most widely known and respected adult educational enterprises in our country. It has cut out for itself one of the most difficult of educational objectives —that of making a constructive contribution, through educational processes, of human relations in the South. This is an objective which could not help but draw criticism from certain parts of the Southern population, and Highlander has not been spared some such attacks."

In revoking the 20-year-old tax exemption, the Internal Revenue service wrote:

"While it may be conceded that some of your activities are educational in character it is apparent that you are not operated 'exclusively' for educational purposes... It is shown that you support, or oppose, certain political candidates; that your activities also include the support, or opposition to certain legislation and promoting certain reforms through organized action programs and other means, as evidenced by the following which was expressed in one of your annual reports—'Our purpose is deliberately to use education for the realization of certain social and cultural values. We do not consider other education any less propaganda, because its teachers are ignorant of the fact that they are supporting an unethical status quo, than our approach which consciously seeks to bring about a more just social order.' "

Guggenheim Foundation Award Competition Conditions Told

Daily World Thurs. 6-27-57
Atlanta Ga.

NEW YORK — (ANP) — Harr F. Guggenheim, president of the Solomon R. Guggenheim Foundation on Monday announced conditions for the second Guggenheim International Award. The winner will be chosen in June 1958 by the international jury meeting in New York.

P.1

Plans for the operation of the award are to be perfected, Mr. Guggenheim said, at a meeting to be held in Paris on Tuesday at which will be present representatives of the International Association of Plastic Arts, the International Association of Art Critics, the International Council of Museums, and James Johnson Sweeney, director of the Guggenheim Museum, epresenting the Foundation.

Den Nicholson, of St. Ives, Corn well, England was sleected in November 1956 as the first winner of the award, presented to him by President Eisenhower at the White House last February. The painting which won the Award for Mr. Nicholson is his "August, 1956, (Val D'Orcia)."

Mr. Guggenheim said that with certain revisions the conditions governing the 1956 program will be followed for the second award.

As before an International Award of $10,000 will be made. However there will be at least twenty-three National Section Awards of $1,000 each in the 1958 program; as compared with seventeen in 1956 The two Continental Section Awards of $1,000 each granted in 1956 will be replaced, Mr. Guggenheim stated by one extra national award of $1,000.

Thompson Attends Session With Phelps-Stokes Group

Prof. William E. Thompson, principal of Carver High School, returned to his administrative duties early Tuesday from New York City where he had been in attendance with trustees, officers and other prominent educators associated with the Phelps-Stokes Fund of which Dr. Frederick Patterson, former Tuskegee Institute president, is its director.

The conference was held in the executive suites of the Fund offices and at the Biltmore Hotel. The meeting was comprised of college president, state agents, high school principals and coordinators who for the past two years have been associated with the "Project For The Improvement of Instruction in Secondary Schools" sponsored by the Phelps-Stokes Fund, comprising the states of Mississippi, Alabama, Georgia and North Carolina.

The conference was designed to evaluate accomplishments and objectives of the project; success of the project; extension of the project in other fields as well as other geographical areas and its weaknesses and strong features.

Those in attendance had the opportunity to express their views in terms of their experiences and association with personnel of the project who at various intervals have made on-the-spot contact with each school in the four states covered by the survey.

Officials of the General Education Board in conjunction with Phelps-Stokes Fund personnel received first hand reports from the field during which time Prof. Thompson orally contributed throughout the conference.

Dr. Aaron Brown, project director, served as moderator.

Among the notables in attendance were: Dr. J. L. Reddix, Mississippi; W. E. Thompson, Alabama; R. L. Cousins, Georgia; Dr. N. H. Harris, North Carolina; Mrs. E. H. Lewis, Alabama; Dr. Herman Branson, workshop director of the Fund and the officials of the General Education Fund and of the Phelps-Stokes Fund.

Attends Conference

Prof. William E. Thompson attended Educational Conference in New York City sponsored by the Phelps-Stokes fund.

LIBERIAN JOB FOR PRICE

LeMoyne Head Will Direct Three-Month Study

Dr. Hollis F. Price, president of LeMoyne College, has been named to direct a three-month study of social changes in Liberia.

Dr. Price, who leaves for the African nation in October, will direct the study under the auspices of the World Council of Churches and the Phelps Stokes Fund.

A deacon in the United Church of Christ, Dr. Price said the study will be made to see that the rapidly developing country "gets the best and not the worst from the West."

Four Liberian committees already are at work on the project. Another educator, Dr. Harry Richardson of Atlanta, will join Dr. Price in December.

Seek To Acquaint Teachers With U. S. Negro Literature

Hampton, Va., Aug. 14 — Dr. Hugh M. Gloster, chairman of the Department of Language and Literature at Hampton Institute, has been designated a lecturer-consultant on American Negro literature in the Language Arts Workshop at Atlanta University.

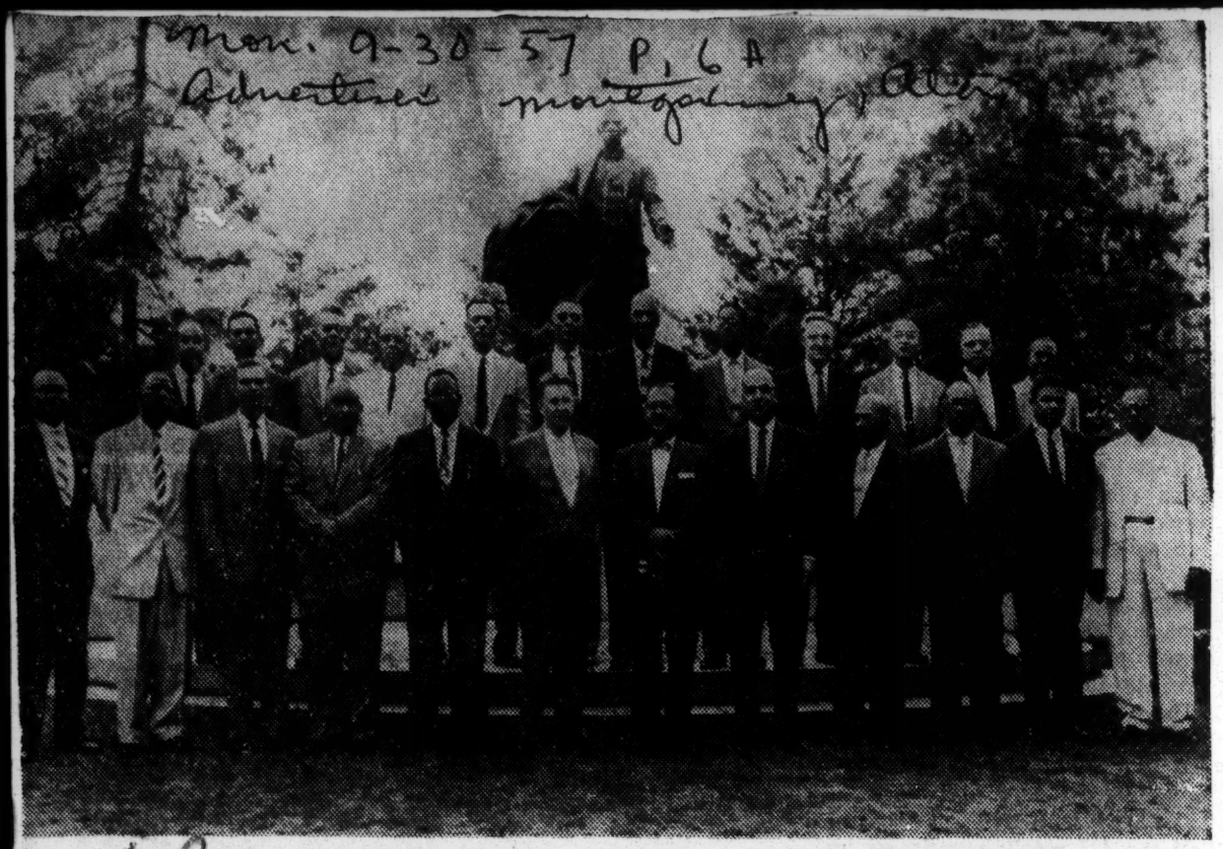
This workshop is held under the sponsorship of the Phelps-Stokes Fund. It is designed to effect improvement in instruction at the secondary level. Dr. Gloster's responsibility is to help the teachers attending to gain a better acquaintance with American Negro literature. He will introduce useful techniques and materials for presenting this body of writing to students.

A selected group of high school teachers of English from all the Southeastern states are attending the workshop which runs for the last few days of July and the first week of August.

Dr. Gloster who is director of the Summer Session at Hampton Institute is the author of numerous articles dealing with the impact of race upon American life and literature. His book, "Negro Voices in American Fiction," has been accorded the recognition as "the definitive work in its area."

Patronize Our Advertisers

Mon. 9-30-57 p. 6 A
Advertiser Montgomery, Ala.



14 Educators Mon 9-30-57 p.6 A

PHELPS-STOKES FUND CONFERENCE

A two-day conference of coordinators representing 16 colleges in Alabama, Georgia, Mississippi, and North Carolina met at Tuskegee Institute under the leadership of Dr. Aaron Brown, project director of the fund. Some of the national consultants and directors of two of the summer workshops also attended. Left ro right (first row): Stanley E. Rutland, Fort Valley State College; Dr. Vernon McDaniel, Tuskegee Institute; Calvin White, Alcorn A & M College; Dr. Nelson Harris, Shaw University; Dr. Charles W. Orr, Alabama tate A & M College; Dr. Kenneth Brown, U.S. Office of Education (national consultant); Dr. Aaron Brown, New York City (project director); Dr. Luther Foster, Tuskegee Institute president; Lionel B. Frasier, Jackson State College; Dr. H. A. Wilson, Alcorn A & M College; Judge Rowley, Morris Brown College; T. E. McKinney, Johnson C. Smith University. Second row: Dr. Herman Branson, Howard University (national consultant); Dr. Preston Valien, Fisk University (workshop director); Harold Logan, Tuskegee Institute; Leon Steele, Albany State College; Dr. Frank A. DeCosta, Morgan State College, (national consultant); Dr. William Brown, North Carolina State College (national consultant); W. A. Waters, Rust College; Dr. Calvin R. Stevenson, A & T College; Dr. Arthur G. Wirth, Brooklyn College (national consultant); Dr. J. T. Brooks, Alabama State College (representing Dean T. J. Mayberry Jr.); Dr. Cohen T. Simpson, Talladega College; and Dr. Solomon W. Shannon, Tougaloo-Southern Christian College.

Dr. Frank DeCosta Phelps-Stokes Project Consultant

Daily World P.5
Thurs. 6-27-57
Atlanta Ga.

NEW YORK — Dr. Frank A. DeCosta, nationally known educator, has been added to the list of national consultants for the Phelps-Stokes Fund Project for the Improvement of Instruction in Secondary Schools. In announcing the appointment Dr. Aaron Brown, Project Director, stated that Dr. DeCosta will add a wealth of experience and extensive training to the effort to improve instruction. In addition to Dr. DeCosta, there are ten national consultants in the areas of language as Mathematics, science, social studies, administration and human relations. Dr. DeCosta will fill the place recently left vacant by the untimely death of Dr. Howard H. Long, Central State College, who served as consultant in evaluation.

Dr. DeCosta earned the A. B. degree at Lincoln University (Pennsylvania), the A. M. at Columbia and the Ph. D. at the University of Pennsylvania. He has held such professional positions as Director of Burrell Normal School, Florence, Alabama; Director, Avery Institute Charleston, South Carolina; Dean of the Graduate School, South Carolina State College and Director of Instruction at Alabama State College. As of September 1, 1957, he will serve as Supervisor of Practice at Morgan State College.

In addition to having introduced the use of the Cooperative Study's "Evaluative Criteria" in the high schools of Alabama, Dr. DeCosta has written a number of articles dealing with educational evaluation. He is a member of several learned professional organizations including the American Statistical Association.

The Phelps-Stokes Fund Project begun as a three-year study in 1954, has recently been granted a two-year extension by the General Board which finances it. Three universities, sixteen colleges and sixteen high schools in five states and the District of Columbia are involved in the Project.

DeCosta named Afro-American fund consultant

Afro-American
Sat. 6-29-57

NEW YORK—Dr. Frank A. DeCosta, nationally known educator, has been added to the list of national consultants for the Phelps-Stokes Fund project for the improvement of instruction in secondary schools.

In announcing the appointment, Dr. Aaron Brown, project director, stated that Dr. DeCosta will add a wealth of experience and extensive training to the effort to impove instruction.

In addition to Dr. DeCosta, there are 10 national consultants in the areas of language arts, mathematics, science, social studies, administration and human relations. Dr. DeCosta will fill the place recently left vacant by the death of Dr. Howard H. Long.

Phelps-Stokes program gets $310,000 in grants

Afro-American Sat. 8-24-57
Baltimore Md.

NEW YORK (NNPA)—The General Education Board announced Tuesday grants totaling $310,000 for projects related to earlier interests of the board in the second quarter of 1957.

Although the program of the board ended in 1953, the Phelps-Stokes Fund sponsors the project designed to improve the quality of high school teaching in colored colleges in the South.

* * *

THE PROGRAM will be partially financed wiring the next two years by a new grant of $195,000. A grant of $40,000 will make possible an experimental program and $75,000 goes to the United Negro College Fund.

Some 16 colleges and high schools participate in the project to raise the level of teaching in the classroom, particulary in the sciences, mathematics, languages and social studies.

* * *

THE EXPERIMENTAL program is concerned with the identification of colored people with particular qualifications for service in American industry and overseas and their placement in suitable positions.

And the grant of the Negro College Fund is a contribution toward the current fund campaigns of the next three years. The placement experiment will be at least informal and exploratory in its initial year.

Phelps-Stokes Fund sets Atlanta clinic

ATLANTA — The Phelps-Stokes Fund will hold a regional evaluation clinic at Atlanta University Friday and Saturday, all of the meetings except the dinner and luncheon meetings being open to the public.

The first meeting will be at 4 p.m. in Dean Sage Auditorium. Dr. William H. Brown will discuss the purpose of the clinic. At 7:30 group meetings will be led by Dr. N. P. Tillman, Dr. Art Worth, Dr. W. N. Jackson and Dr. William H. Brown.

75 Educators Participate In Phelps-Stokes Parley

Alabama State College served as host Friday and Saturday, Feb. 8 and 9 to 75 consultants, college instructors, high school teachers and principals associated with the Phelps-Stokes project in Alabama High Schools. The primary role of the Foundation is "Improving Instruction in Secondary Schools."

National consultants in attendance were: Mrs. L. C. Grigsby, Atlanta University, communications; Dr. Howard Long, Wilberforce, Ohio, Mathematics; Dr. Cohen Simpson, Talladega College, science; Dr. Chandso Reid, New York, social studies and Dr. Marion Myles from Fort Valley State College, Georgia. Dr. Aaron Brown, from the offices of the National Headquarters in New York City served as general moderator.

Greetings Friday afternoon were given by President H. Council Trenholm. Dr. Howard Long then gave the purpose of the clinic. Point stressed n hs ciscourse were; The need for emphasis to guide evaluation and examples where emphasis should be placed in modern testing programs.

The assembly was divided into four major groups: Communication mathematics, science and social studies on the basis of the visiting instructor major field of concentration. Eachof he groups were

The assembly was divided into four major grous: communications mathematics, science and social studies on the basis of the visiting intructors major field of concentration. Eachof the groups were presided over by one of the national consultants, in attendance. Particularly highlighting the discussion in each of thefour groups was "The selection of one of more specific objective with which students had difficulty and devising a plan for providing class and extra-class activities for helping pupils respond to the selected objectives.

At the luncheon session Saturday afternoon, Prof. William E. Thomson, presidedin the absence of Dr. Charles Orr. At this session emphasis wa placed on correlating reearch from the four major study groups.

Local consultants were: Dr. R. Bryson, Dean T. J. Mayberry, Mrs. Thelma Glass, Mrs. Nina Alba, Mr. Brittain, Dr. Archie Lacey, Dr. W. E. Anderson, Dr. DeCosta, Mrs. Thel ma Rice, Dr. S. Bryant and are undertaken for improving instruction in secondary schools in those states.

The meeting at the local college brought together staff members from the high schools in Alabama that are a part of the research program. Alabama High Schools represented were: Carver High, Montgomery, Mr. William E. County Training School, Tuskegee, Mr. U. G. Upshaw, Principal; Sterling High School, heffield, Mr. Richard Stewart, principal and East Highland High School, Sylacauga, Mr. Robert Lawson, principal.

Georgia High Schools: Monscree Sanders, Camilla Consolidated High School, Camilla, H. E. Bryant, Henry A. Hunt High School, Fort Valley, Joseph F. Smith, Henry County Training School, McDonough, and J. T. Lacy, Central High School, Sylvania.

The coordinators from the coperating colleges are: Dr. Elmer J. Dean, Savannah State College, Professor W. F. Garrett, Albany State College, Dr. Prince E. Wilson, Morris Brown College, and Professor William S. Smith, Fort Valley State College.

Other open meetings will be group discussions in communications, social studies, mathematics, and science at 7:30 on Friday evening and a 9:00 a. m. Saturday session devoted to general discussion under the leadership of Dr. Wilson.

Phelps Stokes Clinic At Atlanta Univ.

The Georgia Evaluation Clinic of the Phelps-Stokes Fund Education Project will hold a two-day session at Atlanta University on Friday and Saturday, February 15 and 16. The opening meeting to which the public is invited will be at 4:00 p. m. on Friday in Dean Sage Auditorium.

Participating in the clinic will be the following national consultants of the project: Dr. W. H. Brown, Director of Research at North Carolina State College at Durham, Dr. W. H. Jackson, Professor of Science Education, Tennessee A and I University, Nashville, Dr. Arthur Wright, Associate Professor of Education, Brooklyn College, and Dr. N. P. Tillman, Director of the Language Arts Workshop, Atlanta University. Dr. Aaron Brown is Project Director for the Phelps-Stokes Fund.

The project, which is now in its third year, is designed to improve the level of secondary education in the south. Selected high schools and colleges work together with the asistance of the national consultants.

Attending this meeting will be these principals of participating

70 Attend Phelps-Stokes Clinic At Atlanta Univ.

Seventy participants attended the Georgia Evaluation Clinic of the Phelps-Stokes Fund Project for the Improvement of Teaching in the Secondary Schools. The two-day conference, held last week at Atlanta University, had the largest attendance of any of the four clinics in the states where the project is entering its third year, according to Dr. Aaron Brown Project Director for the Phelps-Stokes Fund.

The meeting closed with a luncheon presided over by President Rufus E. Clement of Atlanta University. Mr. J. T. Lacy, principal of the Central High School, Sylvania, spoke about what the project had ment to the four participating secondary schools, and President John H. Lewis of Morris Brown College gave the point-of-view of the Colleges.

After the opening meeting where Dr. W. H. Brown, a national consultant for the project and Director of Research at North Carolina Durham, outlined the progress of the project and set the scene for evaluation of its accomplishments, the participants broke up into group meetings on communications, science, social science and mathematics. Dr. Brown emphasized that the Phelps-Stokes Fund had given no specific directives, but asked the schools to work out their own aims and techniques.

In addition to Dr. Brown three other national consultants attended the confernece Dr. W. N. Jackson of Tennessee A. and I., Dr. Arthur Wirth of Brooklyn College, and Dr. N. P. Tillman, Atlanta University.

The high schooi-college teams attending were Albany State College Camilla Consolidated High School with ten representatives, Morris Brown College-Henry County Train ing School, McDonough with 22-representatives, Fort Valley State College-Henry A. Hunt High School with eleven representatives, and Savannah State College-Sylvania High School with nine representatives. Five members of the State Department of Education were at the meeting.

HERE ARE FOUR experts who are engaged in consulting schools and colleges on problems relating to improving teaching. If their efforts — presently concentrated in the South and made possible by a grant of $340,000 from the General Education of the Phelps Stokes fund — are successful, immediate results will be seen in rapid integration of more Negro children as well as children from rural areas throughout the U.S., into broad stream of American life on complete equality of opportunity basis. (l. to r.), Dr. Herman Branson chairman of Howard university department of physics; Dr. William H. Brown, director of the Bureau of Educational Research, North Carolina, Durham; Dr. N. P. Tillman, dean, Atlanta university graduate school, and Dr. Arthur Wirth, professor of education, Brooklyn college, N. Y.

Plan National Teacher Improvement

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Left to right the educators are Dr. Herman Branson, chairman of Howard University's Department of Physics; Dr. William H. Brown, director of the Bureau of Educational Research, North Carolina College, Durham; Dr. N. P. Tillman, dean of the Atlanta University Graduate School, and Dr. Arthur Wirth, professor of education at Brooklyn College, Brooklyn, N. Y. The photo was taken at N. C. College where four colleges and four high schools sent representatives to discuss problems of school attendance and to map ways of stimulating teachers and students. Similar projects, sponsored by the Phelps-Stokes Foundation, are underway in Georgia, Mississippi, and Alabama.

Thompson Attends Session With Phelps-Stokes Group

Prof. William E. Thompson, principal of Carver High School, returned to his administrative duties early Tuesday from New York City where he had been in attendance with trustees, officers and other prominent educators associated with the Phelps-Stokes Fund of which Dr. Frederick Patterson, former Tuskegee Institute president, is its director.

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Attends Conference

Prof. William E. Thompson attended Educational Conference in New York City sponsored by the Phelps-Stokes fund.

Ex-TSU Prexy Appointed To Stokes Fund

The Informer just learned Tuesday morning that Dr R O'Hara Lanier has been appointed assistant to Dr Fred Patterson in the directorship of the Stokes Fund at a salary of some $12,000.

It's Not Too Late to Help!

Courier Lt. 1-13-57

Another $100 Added To Cain College Fund

Pittsburgh, Pa. P. 4

14c

The Robert E. Cain Scholarship Fund is gaining momentum! Warm-hearted Americans, sparked by a couple of Detroit men; augmented by the venerable W. C. Handy, renowned "Father of the Blues," and accelerated by a former State Representative from Boston, Mass., opened their pocketbooks this week to tune of $121.20.

Contributions came from every section of the country . . . from the staid New England States; the turbulent and dynamic Midwest; from the sun-kissed shores of California, and from some sections of the strife-ridden Southland.

Bobby

And with the contributions came messages which poured out the souls of people who know and recognize the yearning of Bobby Cain, the 17-year-old Clinton (Tenn.) youth who wants to complete his education.

Bobby, you know, showed tremendous aptitude when he became the first Negro student to be graduated from an integrated high school in his home state.

He had to have courage, tenacity and determination. But he has revealed something in addition . . . a desire to serve his people in the way he feels he can best do.

■

HE'S JUST a regular youngster from a God-fearing family.

His father can't get the work to save the money to send his son to school. His mother, bed-ridden but symbolic of the finest in American womanhood, was the guiding influence during the past year . . . a year which refined the mettle of his ability into a positive asset.

Here are some of the expressions which accompany the Bobby Cain letters:

■

From Bessie McLendon, Pleasantville, N. J.—"I know yours will be a successful campaign. Please accept this money order as my donation."

■

From Atty. Laurence H. Banks, former State Representative and former City Councilor, Boston, Mass.—"Enclosed is my spontaneous response in the fight for civil rights in every field and in every corner of the United States.

"Congratulations and thanks to The Courier for making possible this opportunity."

■

From George Bonds Jr., Los Angeles, Calif.—"This is a pleasant job, sending this money order. If I had more, I would be glad to send it. But I'll not let this be the last money from me. You have done a great service to your race for advocating a Robert Cain scholarship fund.

"We should all give reverent respect to The Courier for its fights for freedom for us all."

■

Mr. and Mrs. W. C. Handy, Colonial Heights, Yonkers, N. Y.—"It was our good fortune to read the article in The Courier about contributions to the Robert E. Cain Jr. scholarship fund.

"It is with pleasure that we send our check for whatever help it might bring to this wonderful cause, as we have read with interest the case of Bobby Cain Jr, and the happenings in Clinton, Tenn.

"This is a fine piece of work The Courier is doing."

Courier ■ P. 14

From Causie H. Ballard and Lois R. Burgan, Wasington, D. C.—"Enclosed please find check for $10 for the Robert E. Cain scholarship fund. Each of us has contributed $5."

From Lee Dell Williams, Kansas City, Mo.—"This is my gift toward such a worthy cause. Truly God will be pleased with such a splendid job your paper is doing for His people."

14c

From W. A. and Yolanda Braxton, Richmon, Va.—"Neither institutions nor friends can make a race to stand unless it has strength in its own two legs. Robert E. Cain Jr. has that strength. Let colored Americans keep the faith and send Bobby to college."

■

From John W. E. Webb, Philadelphia, Pa.—"Please apply my cseck to the Robert E. Cain Jr. scholarship fund. May God bless you."

From Mr. and Mrs. Elton Reeder Jr., Oakland, Calif.—"Here is our small bit to help such a fine young man as Mr. Cain to go to any school he may have in his mind to attend. We feel he will go down in history one day, and we pray and trust Bobby will study hard to prove to the South that Negroes can do anything offspring of Southern die-hards can do. We hope one day that he will take the lead for his race as has our modern Moses, Dr. Martin Luther King Jr."

■

About this next contribution, something special just must be said. Detroit, we've always known as one of the major cities in the nation to support Courier projects.

But at this time, we want to give a "Special Salute" to Lee V. Blac, of 1231 Selden, and Robert Elliot of 268 Canfield. These two race-conscious man "caught the spirit" and went to work.

From three organizations . . . Plymouth Body Handlers, Dept. 20; Poro School of Cosmetology, and the Michigan Barber College . . . they received donations ranging from 16 cents to $2. Their efforts resulted in a total contribution of $56, and herewith are the names of the people whom we proudly salute:

DETROIT, MICH., CONTRIBUTORS

Plymouth Body Handlers
Department No. 20

E. Hicks	$1.00
Bernice Price	1.00
John Brown	.50
Dave Dansby Jr.	1.00
Lee V. Black	2.00
Robert L. Elliott	2.00
Willie Moore	.25
George (Bull) Newsom	.35
W. Belton	1.00
A. G. Smith	.25
Felix Coppins	.25
George Thomas	1.00
R. M. Hamlin	1.00
James Clark	1.00
Woodrow Griffin	1.00
James Harris	.50
Bud Adams, 92	1.00
Jack Robinson	.50
Dave Thomas Jr.	1.00
Grover Wooley	.25
Homer L. Jolly	1.00
Van Mills	.25
Frederick O. Phillips	.50
Dan Williams	.5(
Roosevelt James	.25
Alfonso Davis	1.00
Nathaniel Dickson	.25
William Neal	1.00
Napoleon Johnson	.50
Zachary Taylor	.50
Lawrence Combs	.50
Robert L. Washington	.50
Jimmie Oliver	.25
Total Plymouth No. 20	**$24.01**

Poro School of Cosmetology
407 Gratiot, Detroit 26

Mrs. Myrtle C. Cook (owner-president)	1.00
Mrs. Dorothy Maxwell (manager)	1.00
Bernice M. Eggleton	.50
Mattie Moore	.25
Lucille Thornwell	.50
William Ward	.25
Harvey Curry	.25
Ceola Peterson	.25
Veltee Bradshaw	.50
Mary Weems	.50
James Dunn	.15
Gwendolyn Matlock	.25
Melvia Green	.10
James Grad-	.15
Edward J. Thomas	1.00
Zana Turner	.50
Lottie Webb	.25
Martin McQueen	1.00
Wilfred Davis	.25
Eugene Coulter	.50
Herbert Petty Jr.	.50
Jimmie Trice	.25
Charlie Henderson	.25
Hazel Wade	.25
Fred P. Simpsome	1.00
Bernice Casterlowe	1.00
Melvin J. Altimus Jr.	.50
John E. Coat	.50
Rosemary Scott	1.00
Sylvester Robinson	.50
Philip E. Holt	.25
Dorothy Marshall	.25
Total Poro School	**$15.40**

Michigan Barber College
520 E. Adams

Alonza Hall	.50
Ben Smith	.50
Donald G. Hillman	.30
William Thomas	1.00
Maurice Marshall	.25
Robert H. Gummett	.25
Herbert D. Walker	.25
Otha Bender	1.00
J. C. Witcher	1.00
Bennye Mullen	1.00
Clinton McDade	1.00
Joe Black	.19
Jessie White	.30
James Woods	.25
Inez Sharper	1.00
William Blakely	.25
Hows	.50
Mildred Watson	.50
Mr. Keyes	.25
Mrs. Vivian Moore	.50
Claton Hood	1.00
Chester Black	.50
O. Rice	.25
P. Wyatt	.25
Frank J. Hawthorne	1.00
Laura F. Goodwill	1.00
Arthur Sanders Jr.	1.00
Alonzo Taylor	.30
William J. Staton	.50
Total Michigan Barber School	**$16.59**
Plymouth Body Handlers	**$24.01**
Poro Beauty School	**15.40**
Michigan Barber School	**16.59**
MICHIGAN TOTAL	**$56.00**

Other contributors:	
Lois R. Burgan, Washington, D. C.	$ 5.00
C. H. Ballard, Washington, D. C.	5.00
A. E. Charles, Battle Creek, Mich.	2.00
Eddie Smith, Battle Creek, Mich.	1.00
Willor Brown, Battle Creek, Mich.	1.00
Louis Kirk, Battle Creek, Mich,	.10
Joseph Thomas, New Orleans	.10
William Porch, Cleveland, Ohio	2.00
Lena A. Hamlett, CME Cathedral, Sunday School Dept., Chicago	5.00
Bossie McLendon, Pleasantville, N. J.	2.00
Lee Dell Williams, Kansas City, Mo.	5.00
W. A. and Y. Braxton, Richmond Va.	3.00
B. Ostashevsky, New York, N. Y.	2.00
Mrs. K. W. Coleman, Boston, Mass.	1.00
John W. E. Webb, Philadelphia, Pa.	1.00
Bertha Wright, Chicago	3.00
Elton Lee Reeder, Oakland, Calif.	2.00
Clemont Hankins, Washington, D. C.	5.00
Lawrence H. Banks, Boston, Mass.	5.00
George Bonds Jr., Los Angeles	2.00
Mary E. Cox, Louisville, Ky.	3.00
William C. Handy, Yonkers, N. Y.	10.00
THIS WEEK'S TOTAL	**$121.20**
PREVIOUS CONTRIBUTIONS	**93.92**
GRAND TOTAL	**$215.12**

■

If you want to help this worthy cause and this worthy youth, all you have to do is mail in your contribution to the Robert E. Cain Scholarship Fund, c/o The Pittsburgh Courier, P. O. Box 1828, Pittsburgh 30, Pa.

Rockefeller Fund Gives Poland $475,000 Grant

Herald Tribune
New York
Mon 5-27-57

A grant of $475,000 by the Rockefeller Foundation to Poland for scientific research in agriculture and medicine was announced yesterday by Dean Rusk, president of the foundation. It is the first time the foundation has given money "to any country occupied after World War II by Russian troops," Mr. Rusk said.

The award is divided into $175,000 for fellowships and $300,000 for suppiles, equipment and literature, the announcement said. In addition, the foundation's program of granting travel expenses to established scientists who wish to consult with colleagues in other countries will now be extended to Poland.

The foundation said the fellowships, which will permit young, developing scientists to visit and study in other countries, "are intended to help meet one of the most pressing needs in Polish science today." The equipment and supplies will be shared by universities at Warsaw, Poznan, Wroclaw Lublin, Cracow and Lodz and by institutes affiliated with the Ministries of Health and Agriculture and with the Polish Academy of Science.

A similar grant, providing $500,000 to allow Polish social scientists, architects, engineers and writers to study in the United States or Western Europe, was announced in April by the Ford Foundation. That grant also allowed for "a limited number" of American and European scholars to study and work in Poland.

Herald Tribune
New York

Mr. Rusk said the Rockefeller Foundation has made small grants recently to Finland and Yugoslavia, but that the Polish grant is the first "to any country occupied after World War II by Russian troops."

Certain details, he said, were discussed with the State Department "to make sure we were in line with general public policy." He added, however, that in the main the department was consulted about the "feasibility" rather than the wisdom of various proposals.

The foundation, Mr. Rusk said, is interested in expanding knowledge by promoting the exchange of ideas in "the international community of science and scholarship." He said his group had "satisfactory" contacts with Polish scientists before World War II and found that some of them are "among the very best in the world." The foundation, he said, had been approached by the Polish government about the possibility of resuming contact, and "the public policies of the two governments recently seemed to open up channels that could be exploited."

Mon 5-27-57

The conditions of the grant provide for the fellowships to be administered as part of the foundation's regular program. Candidates will be nominated by Polish institutions and interviewed by foundation officers. The candidates must be assured of posts upon their return to Poland.

Visits Essential

"The general practice of the foundation," Mr. Rusk said, "is to make no grants to institutions or countries which are not open to visits by our officers and are not a part of the international exchange of science and scholarship."

At the end of last year, the Rockefeller Foundation allocated $1,200,000 for Hungarian refugee students in Austria, most of whom were continuing their studies in that country. At the same time Mr. Rusk, in Vienna, announced a proposal for donating $1,000,000 to rebuild hospitals in Budapest. He said yesterday he may go back in June to explore that proposal further.

In recent months, the United States and Polish governments have been negotiating an aid package which, in the last offer, called for $95,000,000 in farm products, fertilizer and farm machinery. The negotiations still are going on.

Reid Foundation Gives Six Fellowship Grants

Herald Tribune 5/19
New York N.Y.

Newspaper fellowship grants of $5,000 each for study abroad during 1958 were awarded yesterday to six men by the Fellowship Committee of the Reid Foundation meeting in New York. Winners of the fellowship honors in the tenth year of the awards made possible by the late Ogden M. Reid, editor of the New York Herald Tribune, are:

Tue. 11-19-57

ANTHONY BLAKE BROPHY, thirty-one, feature writer and general assignment reporter, "The Arizona Republic," Phoenix, Ariz., who will study the current political, social and economic situation in Spain, which he believes in many respects is closer to Arizona than is New York. Mr. Brophy holds a B. A. degree from Stanford University and previously attended the Portsmouth (R.I.) Priory School and Yale University.

WILLIAM GORDON, thirty-seven, city editor, "The Atlanta Daily World," who will make a general study of Africa to interpret that continent better--its vast resources, human and physical — for colored newspaper readers in the United States. He will visit Algeria, Morocco and the free countries of middle-Africa, including Ghana, Nigeria and Southern Rhodesia. Mr. Gordon holds degrees from New York University and LeMoyne College, Memphis, Tenn. He was a 1951-'53 Nieman Fellow, Harvard University.

FREDERICK EUGENE JOHN LEES, twenty-nine, music and drama critic, "The Louisville Times," who plans to study the arts in Europe, first on the arts festivals cities and later in London, Paris, West Berlin and Stockholm. Mr. Lees began his art education at the Ontario College of Art and served on leading Canadian newspapers before joining "The Louisville Times."

PHILIP S. PENAS, thirty-two reporter, "The Fargo Forum," Fargo, N. D., who will study at Northern European schools their special education for gifted or mentally superior children as well as for mentally retarded and physically handicapped persons. Mr. Penas holds degrees from Jamestown College, Jamestown, N. D., and Columbia University, New York.

JULES WITCOVER, thirty, Washington correspondent of "The Syracuse Herald Journal," Syracuse, N. Y., who will make a study of the refugee problem centering at the Geneva headquarters, later to visit camps in Austria and Yugoslavia where 40,000 Hungarians are still to be relocated. Mr. Witcover holds an A. B. degree from Columbia College and an M. S. degree from the Columbia Graduate School of Journalism.

FREDERICK MOERY WINSHIP, thirty-three, staff correspondent, United Press Associations, 220 E. 42d St., New York. He will study India which impresses him as having the greatest potential for leadership in the Asian bloc. He was graduated from DePauw University with an A. B. (Cum Laude) degree in 1945 and holds an M. S. from Columbia University, New York.

Major requirements for a Reid Foundation fellowship are five years of daily editorial experience and proved ability and an intention to make journalism an enduring career.

Members of the Fellowshp Committee are:

Wright Bryan, editor of "The Cleveland Plain Dealer"; Erwin D. Canham, editor of "The Christian Science Monitor"; Barry Bingham, president of "The Louisville Courier-Journal" and "The Louisville Times"; E. Palmer Hoyt, editor and publisher of "The Denver Post"; Kenneth MacDonald, editor of "The Des Moines Register and Tribune"; Joseph Pulitzer jr., editor and publisher of "The St. Louis Post-Dispatch"; Basil L. Walters, executive editor of "The Chicago Daily News"; Whitelaw Reid, chairman of the board of the New York Herald Tribune, and Wilbur Forrest, chairman.

Directors of the Reid Foundation are Dr. Charles Seymour, former president of Yale University; Ferdinand Eberstadt, of New York, president of F. Eberstadt & Company; Mrs. Oveta Culp Hobby, of Houston, Tex.; John L. Gray jr., of the law firm of Dewey, Ballantine Bushby, Palmer & Wood, secretary; Whitelaw Reid, president, and John Mearns, treasurer.

14c 1957

SIDNEY HILLMAN FOUNDATION

Donate $33,500 To Colleges

Defender p. 3
Chicago, Ill.

NEW YORK — Lincoln university (Pa.), Howard university and Roosevelt university were listed among instutions sharing in a $33,500 scholarship and lecture grant by the Sidney Hillman foundation.

The grants were announced by Jacob S. Potofsky, foundation president and head of the Amalgamated Clothing Workers of America, AFL-CIO, in memory of the late labor leader who was first president of the clothing workers' union.

The foundation was created in 1948 to perpetuate Mr. Hillman's concepts of enlightened labor-management relations, race relations, civil liberties and civil rights, world peace and related interests.

East crisis during 1956.

The Sidney Hillman foundation was established in 1947 for the announced purpose of keeping alive the late labor leader's "ideas of enlightened labor-management relations, race relations, civil liberties and civil rights, world peace and reated interests."

The 1956 awards were presented Tuesday at a luncheon at which professor Gellhorn was the principal speaker.

Wins Prize For Articles On Segregation

Call p. 4
Jan. 5-3-57
Kansas City, Mo.

NEW YORK. — (INS) — Robert H. Spiegel, 35, a general assignment reporter for the Des Moines (Ia.) Tribune, was announced Tuesday as winner of the 1956 Sidney Hillman foundation award for "outstanding work in daily journalism."

Spiegel, a veteran of World War II, married and the father of three sons, was cited particularly for a series of five articles on segregation in housing in Des Moines.

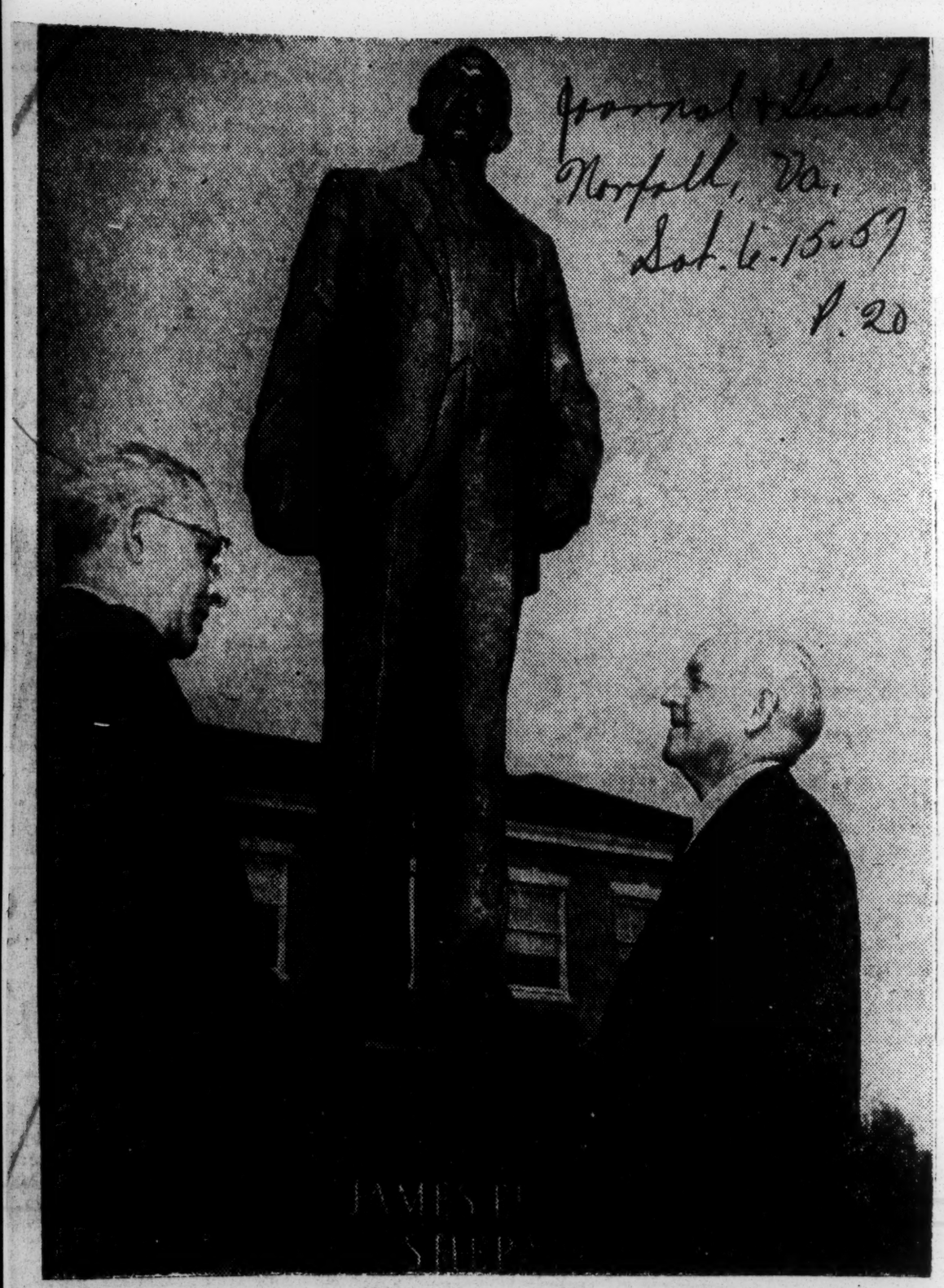
Other winners of the Hillman Foundation awards, which carry a cash prize of $500, were:

John Fischer, editor of Harper's magazine, for an editorial "The Harm Good People Do," dealing with censorship efforts of private organizations.

Novelist Robert Penn Warren, for an article in Life magazine titled "Divided South Searches Its Soul," an interpretive report on southern views of the integration issue.

Walter Gellhorn, professor of law at Columbia university, for his book, "Individual Freedom and Government Restraints."

The New York Times, for its editorial treatment of the Middle



Statue Dedicated To Late Dr. James Shepard

United Nations Mediator Frank Porter Graham, right, former president of the greater University of North Carolina, is shown here during recent ceremonies dedicating life size bronze statute to the late Dr. James E. Shepard, founder and first president of NCC, Durham, N. C. At left is Dr. Alfonso Elder, president of NCC.

Dr. Graham in his dedicatory speech said "Existence of North Carolina College as the nation's first state supported liberal arts college for Negroes is evidence of the faith and confidence which North Carolinians had in the program of Dr. James E. Shepard."

The statue, costing some $30,000, was sponsored by Prince Hall Grand Lodge of Free and Accepted Masons in cooperation with the James E. Shepard Memorial Foundation. William Zorach, noted Brooklyn, N. Y. sculptor, cast the memorial.

NOTING THAT a so-called "Southern Conference Educational Fund, Inc." has called for a civil rights bill "free from crippling amendments," Jefferson Hamilton of Gainesville, Fla., wants to know who these people are. My understanding is that they are what came of the late, unlamented Southern Conference on Human Welfare when it had to get lost.

* * *

"I sometimes think that never grew so red
The rose as where some buried Caesar bled . ."

Southern Judge Rules Individual Free To Choose Friends

Freedom of Association Receives Strong Support From Ruling in Barnes Case

NEW ORLEANS, La.—A civil district court in New Orleans ruled this week that membership on the board of directors of the Southern Conference Educational Fund, Inc., and association with the Fund's officers does not deprive one of the right to state unemployment compensation.

The decision was handed down by Judge Louis U. Yarrut in a suit brought by Robert D. Barnes, former editor of the "News Bulletin" of the Chamber of Commerce of the New Orleans Area, against the Chamber of Commerce and the administrator of the division of unemployment security of the state department of labor.

The board of review of the division of unemployment security upheld the action of the administrator in denying Barnes cmopensation on the grounds that he had been guilty of "misconduct." The misconduct charged against Barnes consisted of his activities and associations in behalf of integration.

Barnes had been warned by the Chamber of Commerce in March, 1956 that his continued employment would depend upon (a) giving up his activities in behalf of integration; (b) resigning from the SCEF board; (c) ceasing to associate with officers of the Fund, namely Aubrey W. Williams, president, and Dr. James A. Dombrowski, executive director. When Barnes refused, he was dismissed.

In his ruling, Judge Yarrut stated:

"Neither organization (SCEF and SCHW), nor Dr. Dombrowski, has been judicially charged or proved to be Communist, though hearings recently conducted by the United States Senate Internal Security Commission in New Orleans established that Dr. Dombrowski was connected with many organizations espousing causes lauded by the Communists. The record indicated that the SCHW and its successor, the SCEF, Inc., were organized to improve the economic, social, political, cultural and spiritual conditions of the people of the South, without regard to race, creed, color or national origin and memberships limited to citizens of 13 Southern states . . . "

"The substance of the evidence against Dr. Dombrowski is that he neither condemned nor excluded Communists from any of his organizations. The gravamen of the evidence against the fund and its members is that they aggressively espoused integration of the races."

"It must be conceded that any individual or private association may, by rule or contract, restrict its membership or employment on racial, religious or political grounds. But no individual or private association of individuals can, by contract or rule make one's religious, political or racial beliefs, or practices, or membership in a labor organization misconduct that could deny him the benefits of a state employment security statute. The Legislature could not constitutionally grant such a right . . . nor could the Legislature, itself, interdict such conduct without violating Amendments 1 and 14 of the United States Constitution guaranteeing freedom of speech, association, immunities, and the equal protection of the law ,unless such conduct, speech or association is subversive or treasonable."

"The only complaint is that plaintiff's continued connection with the Fund and Dr. Dombrowski jeopardized his and the association's relation with the public and its members. No matter how violently one may disagree with another's racial, religious or political views, he can not legally restrain or abridge them in any manner unless they become subversive, treasonable or interfere with or abridge similar rights of others."

"It must necessarily be held that since plaintiff's extracurricular activities and associations were not during working hours, and his conduct and association were not prohibited by law, but in furtherance of his constitutional guarantees of lawful freedom of speech and association, the action of the board of review is reversed and set aside and plaintiff declared entitled to his full unemployment compensation."

Aubrey W. Williams, of Montgomery, Ala., president of SCEF, said, "The decision was significant because of its bearing upon the practice of some Southern employers of using threats and pressures to prevent employees from publicly supporting integration. Judge Yarrut's decision," said Williams, "will bring much needed support in the South to the beleaguered freedoms of conscience, belief and association."

Former Nashvillian Is Now Director Of Educational Fund

Judge In New Orleans Holds In "Barnes Case" White Leader In Movements To Aid Colored People Not Proven To Be Communist; He Had Merely Not Excluded Any "Reds" From Membership In His Organizations

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World Telegram

Aid To Colleges

United States Steel Foundation, Inc. has broken new ground in financial grants to liberal arts education. This year some of the smaller institutions are included. Some of these aided colleges are still striving to reach full accreditation.

Along the way the smaller colleges received a boost from some of the stronger connections. The United Negro College was "instrumental in guiding the U. S. Steel Foundation in the clearance of this year's precedent-setting aid for the 13 Negro colleges not members of the United Negro College Fund." This is a broad, stimulating, new service of the Fund.

A total of 44 Negro colleges are among the more than 600 educational institutions included in the grant.

Two Negro colleges in Alabama which are not members of the UNCF are among the nine accredited colleges listed for grants. They are Miles College in Birmingham and Stillman College in Tuscaloosa. Three of the four other institutions receiving aid indirectly through the Association of American Colleges are located in Alabama. They are Daniel Payne College in Birmingham, Selma University in Selma and Oakwood College in Huntsville.

Wed. 4-3-57

We have often pointed out that these smaller colleges provide a type of useful service and therefore should be given consideration by those interested in the promotion of education America needs all of its colleges, large and small, accredited and unaccredited. Given the proper assistance and guidance, the unaccredited colleges will pull up to the mark. This new grant should serve to inspire all of the recipient colleges to try to turn out products that will win new friends.

Industry is too wise ever to be tempted in the direction of domination; for all it wants, we think, is the continued development and improvement of these colleges that they might perform the job demanded by progress, growth and creative enlightment.

U. S. Steel Foundation Sets Record On Educational Grants

World Ast. 4-6-57 P. A

Birm, Ala.

PHILADELPHIA — All of the country's privately supported, fully accredited four-year Negro liberal arts colleges have been included in an educational grant announced by United States Steel Foundation, Inc. Forty-four Negro colleges will share in the overall appropriation of approximately $1,800,000 to be given to more than 600 institutions, including technological institutes and medical schools.

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The Foundation's move includes a covering grant to the United Negro College Fund, to which substantial gifts have been made during each of the last several years, and $1,000 each to additional schools not now members of that college group. The grants, according to the Foundation, will constitute unrestricted operating aid so far as the liberal arts schools are concerned.

The covering grant made to the United Negro College Fund will be administered through its regularly established channels and formula as operational aid for the 31 member units averaging $1,000 each. Executives of the Fund have also have been instrumental in guiding the U. S. Steel Foundation in the clearance of this year's precedent-setting aid for the 13 Negro colleges not members of the United Negro College Fund.

In addition to the Fund's 31 member colleges, the nine accredited four-year schools receiving aid include: Allen University, Columbia, S. C., Barber Scotia College, Concord, N. C.; Claflin University, Orangeburg, S. C., Florida Normal and Industrial College, St. Augustine, Miles College, Birmingham, Ala., Rust College, Holly Springs, Miss., St. Paul's Institute, Lawrenceville, Va., Stillman College, Tuscaloosa, Ala., and Jarvis Christian College, Hawkins, Texas. The four other institutions receiving aid indirectly through the Association of American Colleges include: Oakwood College, Huntsville, Ala., Paul Quinn College, Waco, Texas, Selma University, Selma, Ala., and Daniel Payne College.

In announcing the broadened scope of U. S. Steel Foundation's aid to education, Roger M. Blough, chairman of the board of trustees of the Foundation said that the action of the trustees "represents an effort by this Foundation to extend aid in some form to almost every voluntarily-supported institution of higher learning which has clearly demonstrated both its desire and ability to help itself through the crisis presently facing higher education."

This year's grant by the U. S. Steel Foundation to the United Negro College Fund is in addition to a $100,000 capital gift made the fund two years ago. The 1957 appropriation, therefore, may be used by all participants for immediate application to operational expenses.

Decision May Not Affect Alabama

By The Associated Press

Education leaders and members of the legislature are hopeful that Alabama's school placement law will withstand a court test despite the Supreme Court's action on the Virginia law.

The high court refused yesterday to review lower court decisions holding the Virginia placement act unconstitutional.

Anticipating that the Supreme Court might do that, State Sen. Albert Boutwell of Jefferson County began a study weeks ago to see how Alabama's law compares with the other.

He concluded that there are basic differences which might allow the Alabama law to stand. Other legislators serving on a special legislative screening committee headed by Boutwell agreed.

The Birmingham attorney pointed out for example:

Virginia's placement law took away from local school boards the power to assign students to school and vested it instead in a placement board. Alabama's law, enacted two years ago, leaves it entirely to the local boards.

Along with passage of the placement law, the Virginia assembly enacted another statute cutting off state funds from any integrated school. The Alabama Legislature carefully avoided any such restriction.

As Boutwell explained it, neither the placement act itself nor any of the other pro-segregation measures adopted by the Alabama Legislature spells out any racial distinction. Nor is there any provision for stopping state funds.

In other words, Boutwell continued, Alabama's laws are written to refrain from expressing any clear legislative intent to discriminate against any race.

By contrast, he said, the action of the Virginia legislature in voting to cut off funds to integrated schools gave a clear picture of the intent there — or rather permitted the courts to point to that as proof of the legislature's intent.

Alabama's placement law gives local school boards almost unlimited police power to say which school individual pupils must attend, without mention of race or color.

It does spell out certain factors to be considered, such as availability of classroom space, transportation, the possibility of causing friction or ill will, the pupil's background.

The law was rewritten last summer in an effort to make school board members judicial officers in fact as well as in name. It gives them some of the power already vested in the courts—to subpoena witnesses and require them to testify under oath.

Under the Alabama law, any ruling of the school board can be reappealed to court after the board has made a final decision.

The legislature also enacted a companion bill this year giving local boards authority to close any integration-threatened school after a public hearing.

That act supplements a constitutional amendment ratified in 1956 giving the legislature power to abolish the public schools and striking from the state constitution any reference to school segregation.

Wallace Wants State To Close Mixed Schools

OZARK, Ala., Oct. 18 (AP)—Circuit Judge George C. Wallace advocated tonight that any public school ordered integrated in Alabama be closed immediately to avoid mob violence.

Wallace, a former legislator and considered a likely candidate for governor next year, said "swift action by the state can avoid possible mob action, violence and the tramp of federal troops upon streets of Alabama."

In a speech prepared for delivery at the annual meeting of the Dale County Farm Bureau, the jurist suggested that if a federal court orders race-mixing in an Alabama school that it be closed and teachers and pupils be transferred to another school.

"We should close such schools lock, stock and barrel until integrationists see that they are not going to be accepted," he said. "This will mean that there will be no mob violence and if federal troops are sent into the state they can point their bayonets at empty school buildings instead of the backs of teen-age school children."

Wallace said the state must make every effort to preserve peace and tranquility even though some inconvenience should result from closing schools temporarily.

"A little inconvenience to the teachers, students and parents would be better than having violence and forced integration in our schools," he added.

The Virginia Ruling And Alabama's Placement Law

IT WOULD be foolish to assume other than that the Supreme Court's decision on Virginia's Placement Act is a dark cloud over Alabama's law.

True, there are differences, perhaps even substantial differences, but as we have said before the Supreme Court has not shown an inclination recently to be impressed with legal niceties. Senator Boutwell of Birmingham has insisted that Alabama's law is "entirely consistent with the opinion of the U.S. Supreme Court rendered in May of 1954." With all respect to the senator, who has given much time and legal talent to Alabama's law, that would indeed be a remarkable achievement.

The Supreme Court said separate cannot be equal, that state enforcement of segregation is unconstitutional. Since then the court has shown how far it will go to enforce this philosophy. In the Girard College case the right of a privately endowed school to accept only "poor white male orphans," as provided in an ancient will establishing the school, was denied by the Supreme Court on the grounds that the trustee of the college was the Board of City Trusts of Philadelphia. Since the board was created by an 1869 act of the legislature, the board is an agency of the state, the court reasoned. And a state may not discriminate against individuals on the basis of race, color or religion.

★

THIS attenuated reasoning indicates how far the Supreme Court will go to find "state action" in segregation matters. The Alabama Placement Act was advanced as a way of preserving segregation without actually saying so. It differs from the Virginia law in some respects. For instance: The Virginia law vested assignment powers in a special placement board; the Alabama law leaves the powers to local boards of education. A companion law passed by Virginia would cut off automatically funds to integrated schools; Alabama wisely refrained from such an obviously vulnerable declaration of intent, but we do have laws permitting the abolition of schools to avoid forced integration.

The district court decision, which the Supreme Court affirmed by refusing to review, looked at the companion law withdrawing funds and found a "fixed and definite policy of the school authorities to maintain segregation."

Although Alabama did not pass such a companion act, there is abundant evidence in other laws, resolutions, and the declared opposition of legislators and elected officials to document a "fixed and definite policy of the school authorities."

★

THE Alabama Placement Act is cleverly written, but as we have noted before, the Supreme Court has not shown any inclination to read Southern laws bearing on the race question. They are batted back like pingpong balls Even as delay measures, they aren't as effective as formerly because of the accelerated processing of segregation suits

The Advertiser hopes Boutwell is correct in his prediction that Alabama's law will withstand a court test despite the invalidation of the Virginia statute. But it would seem prudent to avoid such a test as long as possible. The court might, in its present extra-legal mood, simply say: Alabama has total segregation in the public schools and the Placement Law is responsible. Therefore it's unconstitutional.

Negroes Take Law-Required Entrance Test

BIRMINGHAM, Ala., Oct. 15 (AP)—Four Negro children whose parents are petitioning the city school board for entrance in white schools have been given tests required by state law.

Dr. L. Frazer Banks, city school superintendent, said today that the tests were given last week. The results will be announced following a study of the tests, he said.

Results of the examination are expected to produce the first court tests of Alabama's School Placement Law, which gives local school officials virtual full responsibility for placement of school children.

Thirteen Negro children from nine families originally petitioned for entrance to Phillips and Woodlawn high schools and Graymont Elementary School last August. However, three of the families subsequently withdrew their petitions.

Tests for the nine remaining children were scheduled several weeks ago, but were postponed when none appeared, school officials said.

Banks said today that the number of Negro children originally seeking enrollment in white schools here dwindled to the four who were given the tests last week. Names of the children were not disclosed.

Banks said the tests were given by the city school guidance department, and consisted of standard achievement tests and psychology tests generally given children by that department.

The superintendent said that after the tests are studied, he will interview the children and their parents as required by the school placement law before his decision is announced.

Birmingham Negroes File School Suit

Federal Court Move First Test Of State Pupil Placement Law

BIRMINGHAM, Dec. 18 (AP)—A petition seeking to outlaw Alabama's school placement act and to gain admittance of four Negro children to white schools was filed in U.S. District Court today.

The move to integrate Birmingham's public schools is the first court test of the placement law. Nine Negro families petitioned the Birmingham School Board to enroll 13 children in three white schools last August. Their petitions have not been granted or denied.

Today's action was filed by Ernest D. Jackson Sr., a Negro attorney of Jacksonville, Fla., in the name of four of the original 13 children.

The children were given tests under the placement act which gives broad powers to school boards in the matter of assigning pupils.

ASKS 3-JUDGE COURT

The petition asserts that the four children, one of them the daughter of the Rev. F. L. Shuttlesworth, Birmingham integration leader, should be allowed to attend schools nearest their homes.

It asks a hearing before a three-judge court and then an injunction against the Birmingham Board of Education restraining it from interfering with their enrollment.

Attempts to enter the Negro children in white schoosl were marked by the beating of Shuttlesworth at Phillips High School last Sept. 9.

Shuttlesworth, president of the Alabama Christian Movement for Human Rights—a pro-integration group—drove to Phillips High School with four would-be Negro students. A group of white men set upon him until he was rescued by police. He was not seriously injured.

DAUGHTER IN SUIT

Shuttlesworth's daughter, 12-year-old Ruby Fredericka, is one of the four petitioners in the suit filed today.

The court move here is the first in Alabama seeking to gain admittance to white schools below the college level.

Negroes make up about two-fifths of the 350,000 persons living within Birmingham's city limits.

A letter from Dr. A. R. Meadows, state superintendent of education, was quoted in today's court action. Meadows urged the parents to withdraw their integration efforts, warning that it could "invite the abolishment of the public schools."

The state constitution was amended last year to allow school boards to close schools and to give the Legislature authority to abolish them.

The same act permits school buildings to be rented as private schools.

Others besides the Shuttlesworth child included in today's peition are Denise Armstrong, eight; Wathaw Avery, 14; and Nathaniel Lee Horton, 16.

The petition states that they wish to attend Phillips High School or Graymont Elementary School, and that in each case the white school is nearer their home than the school they now attend.

The children were given a battery of tests under the direction of Birmingham's School Guidance Department. The results have been turned over to Dr. Frazer Banks, city school superintendent, for study.

Last month questionnaires were mailed from the administrative office to parents of children attending the white schools where Negroes had applied for amittance.

The questionnaires, provided through the placement act, sought the opinions of the parents on various phases of racial integration of the school.

More than 4,000 questionnaires have been returned and they still are coming in, Banks said. He added that these would all be included in the school petition file for study.

Negroes will not seek entry tomorrow

Negro families will make no attempt to have their children admitted to Birmingham white schools tomorrow, the Rev. F. L. Shuttlesworth, integration leader, said today.

Nine Negro families, including Rev. Shuttlesworth and his wife, petitioned the Birmingham Board of Education Aug. 20 for admission of 13 children to previously all-white schools.

Two families later withdrew their petitions.

The Rev. Shuttlesworth, president of the Alabama Christian Movement for Human Rights, said the families met and agreed to await a decision of the school board at its Friday meeting.

THEREFORE, he said, there will be no move Wednesday to enroll the children in either of the three schools, Phillips High, Woodlawn and Graymont elementary school.

Enrollment petitions still are before the school board for admitting 10 Negro children to those schools.

The school placement law of 1955 as amended in 1957 gives local school boards almost unlimited authority to place pupils in schools the board feels best.

IN A STATEMENT on behalf of the petitioning parents today Rev. Shuttlesworth said:

"We believe it to be the Constitutional right of all children to attend public schools nearest their homes, irrespective of their race, creed or color. We therefore reaffirm our actions in signing these petitions and ask favorable board action on them.

"We note that the board meeting is only two days following school opening. Since these petitions are applications to the schools named therein, and since the superintendent has faithfully assured us by letter that the school board will consider them at its Friday meeting, we believe it to be in the best interest of all to await the answer of the board.

"We will, therefore, withhold enrollment of our children until the board acts on our petitions of good faith."

Tests studied after Negroes apply for white schools

Dr. L. Frazer Banks, Birmingham school superintendent, is studying tests given four Negro children whose parents have petitioned the city school board for enrollment in white schools.

Results of the examination are expected to produce the first court test of Alabama's school placement law. The law gives local school authorities virtually full responsibility for placement of school children.

BANKS SAID the tests were given last week. He said he did not know when the results would be announced.

The tests are usual achievement and aptitude tests given by the city's guidance department.

Banks said after he completes his study of the tests, he will interview each child, as provided by the placement law.

Names of the four children given the tests were not given.

THIRTEEN NEGRO children from nine families originally petitioned for enrollment in Phillips and Woodlawn High Schools and Graymont elementary school last August. However, three of the families subsequently withdrew their petitions.

Tests for the nine remaining children were scheduled several weeks ago, but were postponed when none appeared, school officials said.

Four Birmingham Parents Withdraw From Petition

BIRMINGHAM, Ala.—(I N S)—Four Birmingham Negroes withdrew their names Friday from a petition demanding integrated schools in the Alabama City.

They explained they had signed the petition, but through a misunderstanding.

Fourteen other parents also signed the request Thursday by school superintendent Dr. L. Frazer Banks marking the first formal move toward ending public school segregation in the state below the college level.

Robert Hawkins said he thought he was signing a survey of school-age children. Annie Marie Wilson and Marie Armstrong said they thought they were signing a statement of willingness to permit their children to attend integrated schools, but did not understand they were demanding integration.

William H. Todd, Sr., also withdrew his name from the petition.

The document, filed with the Jefferson County School superintendent, originally asked admission of 13 Negro children to white schools.

Among the signers was the Rev. F. L. Shuttlesworth, most recently in the news in a move to force the end of segregation on city buses.

'Stay Away,' Lindbergh Urges

All Citizens Asked To Co-Operate Fully

In his statement yesterday, Police Commissioner Robert E. Lindbergh asked unauthorized Negroes and unauthorized white people to keep away from Birmingham schools today.

Lindbergh said he is stationing policemen at the three affected schools — Phillips, Woodlawn and Graymont—to keep away persons who have no legal right to be there.

Here's the situation today, as outlined in Lindbergh's statement:

If a group of Negroes arrive at the schools — Negroes who "have no legal right to be there" — policemen will refuse to let them enter the school.

Then they will be asked to move on.

If a group of white people arrive at the schools—white people who "have no legal right to be there"—policemen will ask them to move on.

"The police department will be used to keep colored people out of our white schools,' said Lindbergh, "therefore there is no need and no inducement for any people to gather in unlawful assembly at any of our schools."

"Primarily," he said, "we are taking this action to preserve law and order."

Officials reply quickly to Negro move

Integration of Birmingham schools will be opposed strongly, the present and incoming commissioners of public safety declared today.

Commissioner Robert E. Lindbergh, upon learning of a petition for admission for 13 Negro children to city white schools, said:

"This move is ill conceived. It can't add anything to good race relations. I can't conceive of the idea that our schools will be integrated. We would have to resist any such move in every legal and peaceful way at our command."

COMMISSION-nominate Eugene Connor, outspoken opponent of integration, said, "We are not going to have integrated schools in Birmingham, Ala. schools. Period."

"It it means abolishing our public schools and setting up private schools, that will be done," he added.

Connor will succeed Lindbergh in November. The public safety commissioner automatically is an ex-officio member of the school board.

"If Shuttlesworth (Rev. F. L. Shuttlesworth) would tend to his preaching and stop trying to stir up trouble among the races, it would do his race a lot more good," Connor added.

OTHER CIVIC and government leaders expressed regrets that the action had been taken and many decline comment until they consider the matter further.

Ingram Beasley, president of the Birmingham Bar Assn., speaking as an individual, said the petitions could well be first step toward court action.

Asked what the steps would be, he said if the petitioners for admission are turned down, the petitioners could seek injunctive relief in state or federal courts.

Should it go into litigation he said, chances are an injunction would be sought in the federal courts following the pattern in Tennessee.

MRS. BEN STABILE, president of the Birmingham Parent-Teachers Assn., said that body had taken no policy stand on the question. It could come before the board meeting on Sept. 25 but is not scheduled.

"I feel that the Board of Education and Dr. Frazer Banks are competent to handle the matter satisfactorily," she said. "The PTA does not interfere with school administrative matters."

An attorney who asked not to be quoted by name, called attention to Alabama's school placement act passed in 1955 and recently amended, which gives school boards the authority to assign pupils to specific schools.

Birmingham Sets Negro School Tests

BIRMINGHAM, Sept. 20 (AP)—Parents of Negro children seeking admission to white schools have been told to arrange for placement tests with the city schools Guidance Department, a school official said today.

Dr. Frazer Banks, city superintendent of education, reported to the Birmingham Board of Education on developments since the Negroes filed petitions for admission to three all-white schools.

School officials said no dates have yet been arranged to give tests to any of the eight children involved.

Banks told a reporter that the Negro children would be given both standard tests and some which are not standard, but declined to say what they are.

He also said that "Other factors" as well as results of the tests would be determining factors in assigning the applicants to schools. All reportedly have enrolled in Negro schools pending action on the petitions.

The school board is acting under Alabama's yet untested school placement law in handling the applications of the Negro children. Race or segregation isn't mentioned in the law, but it's sponsors said it is intended as a barrier to school integration.

The law gives the school board authority in determining on the school to which to assign any pupil. These include the effect of enrolling in a new school both upon the student and other pupils.

Birmingham's Education Board Given 3 Negroes' Applications

BIRMINGHAM, Sept. 6 (AP) — Armed with a state law designed to maintain segregated schools, the Birmingham Board of Education today received applications for admission of Negroes to three white schools.

At the same time that the board received petitions on behalf of eight children, it adopted new rules and regulations based on Alabama's school placement law.

The petitions were turned over to City Superintendent of Education Frazer Banks. Under the law he may consider school reports, test results, personal interviews and other factors in deciding on assignment or reassignment of pupils.

Banks gave no indication when he might report back to the board. He said he wanted to obtain "other information" before acting upon the petitions.

None of the parents of the children who filed the petitions was present. The Rev. F. L. Shuttlesworth, one of the parents, said he didn't consider their presence necessary and they were not asked by the board to attend.

Shuttlesworth said the parents will hold an early meeting to discuss their next step. He said none of the children has been enrolled for the 1957-58 term, which began this week.

The only spectators were newsmen, one of them a Negro reporter for a local Negro newspaper, and two unidentified white men. One of the white men wore a button which pictured two Negroes hanging from ropes.

The Negroes are seeking admission to Woodlawn and Phillips High Schools and Graymont Elementary. Originally, nine families asked admittance of 13 children, but three parents dropped out, explaining that they hadn't understood what they were signing.

Any decision by Banks may be appealed to the board.

Shuttlesworth is president of the Alabama Christian Movement for Human Rights. The pro-integration organization has filed suit in U.S. district court seeking elimination of segregation on Birmingham buses.

New Schools For Negroes Top Whites

BY TRAVIS WOLFE

Birmingham, with less than half its population Negro, in the past 20 years has spent more than half of its school construction money on new Negro schools.

Figures compiled by Dr. Tracy M. Kegley, Birmingham Board of Education research director, show how the board has spent its money over a two-decade period.

From 1937 to April 8, 1957, contracts for the erection of new schools for Negroes totaled $3,292,841 which is $163,373 more than the contracts for white schools, $3,129,468.

These figures, Dr. Kegley explains, are for work contracts only and do not include items such as ground improvement and architects' fees.

More money also has been spent for Negro school replacements—buildings which replaced old ones. The total is $3,168,273 as compared to only $552,351 for white replacements.

As for additions to existing buildings, $5,297,116 has been paid out to the builders of white annexes. The total for Negro additions is $1,319,963.

The totals for new buildings, replacements and additions are:

White, $8,979,135; Negro, $7,779,677; white and Negro totals combined, $16,758,812.

Under contract since April 8 has been $1,337,087 worth of white school buildings; Negro buildings, $754,089; total, $2,091,156.

Planned buildings for which contracts have not been let: White, $710,000; Negro, $725,000; total, $1,435,000.

Projects in the planning stage: White, $575,000; Negro, $1,760,000; total, $2,335,000.

Totals, including projects under contract since April 8, projects with contracts to be let and projects in the planning stage, and previous contracts are: White, $11,601,202; Negro, $11,018,766; total, $22,619,968.

On a per capita basis, $367.70 has been spent for each Negro school pupil; $294.29 for each pupil of an all-white school.

The board has paid out $73.41 more for Negroes than for whites on a per pupil basis. This is based on the 1956-57 enrollment figures.

For the 20-year period, 336 classrooms, instructional rooms and shops were added to the facilities for white pupils. The Negroes received 858 rooms and shops — or 22 more than the white pupils received. Total rooms for both Negroes and whites is 694.

Two high school auditoriums for white schools were built from 1937 to 1957, one Negro high school auditorium; four high school gyms for whites, two for Negroes; one high school library for whites, three for Negroes; 22 lunchrooms for whites, 17 for Negroes.

Dr. Kegley says that school construction was at a standstill during World War II. The war followed the depression which also was a poor construction period.

Construction picked up in 1947 and has continued to rise with more structures being built yearly. This year promises to be the biggest of the system's history, according to Dr. Kegley.

Voters Approve County School Tax; District 2 Loses On 12-12 Tie Vote

Voters of Macon County and School District No. 1 gave an overwhelmnig margin Tuesday in favor of renewing special school levies but the voters of School District No. 2 divided exactly even on the proposal for their district and the proposal lost.

Official canvass of votes Wednesday showed that the special county-wide tax was approved by a vote of 335 to 123 while District 1 voters approved their proposal by a margin of 341 to 109.

In District 2, made up entirely of Beat 6, the Hardaway area, only 12 votes were cast and the tally revealed that 12 favored and 12 opposed the proposal.

C. A. Pruitt, county superintendent of education, said school officials have not yet decided on a course of action to meet the loss in school funds from District 2 but indicated that another vote on the proposal will be sought.

The special three-mlil district levy still has another year in effect and it was believed possible another expression by the voters of District 2 would reverse the outcome.

In event the levy is allowed to expire in District 2, Mr. Pruitt said the county would lose approximately $1,200 in tax funds, plus an equal amount in matching funds from the state.

The special district taxes, which have been in effect for the past 20 years and which were proposed for renewal in Tuesday's election, are for three mills while the county-wide special school tax is for one mill.

White students in the Hardaway district are transported by bus to Shorter school. The district has one Negro school.

Anti-Racial School Bill Action Near

Legislation authorizing school boards to subsidize children attending private school in the event of racial integration in public classrooms is ready for introduction in the Alabama Legislature.

Sen. Albert Boutwell of Jefferson County, had the bill drawn today but didn't get it in because of a Senate filibuster which blocked the introduction of bills.

Written to implement the recently adopted "Freedom of Choice" amendment to the constitution, the new measure provides for the closing of any public school where racial integration is ordered by the courts or any agency.

The "Freedom of Choice" amendment ratified by the voters last August struck from the constitution all obligation to provide free public education in Alabama and authorized the Legislature to abolish the public schools system if necessary to prevent race mixing in the classrooms. The new bill gives local school boards authority to abandon any public school ordered integrated and provides that the board's decision can not be reviewed "by any court or other authority." It provides, however, that no school can be closed without a public hearing.

If no other public school is available for pupils whose classrooms have been abandoned SCHOOL BOARDS would have authority to pay for the education of the students in private institutions.

Advertiser
Wed. 7-17-57
p.1.
Montgomery, Ala.

Come And Go

It seems a fair statement that what the people of Alabama want out of this legislature is for the legislature to come and go.

So far as we are aware, there is only one state issue in which citizens maintain an active and abiding interest, apartness of the races. Our principal legislative hedges against mixing the schools are already on the books. Unfortunately the prospect is that some fool legislation introduced by fanciful extremists will have to be debated to the advantage of, not the prevailing order, but its adversaries.

Talk of repealing the right-to-work bill is probably idle. The trend is to an extension of this law to other states. That the law actually makes much difference in practice is not readily demonstrated, but the idea it embodies represents an enduring cleavage of public opinion. Dominant public opinion endorses the right-to-work concept. The Dave Beck plundering, though it doesn't directly involve right-to-work provisions, nevertheless reinforces the public attitude that the law is a sound idea.

The popular revolt against the tremendous budget proposed by President Eisenhower well tells that Alabama is in no mood to consider more state taxes.

A fertile field for legislation exists, but the people simply want the legislature to be here today, gone tomorrow.

SCHOOL PLACEMENT In Alabama And Virginia

Alabama's 1955 School Placement Act was not directly affected by the invalidation of Virginia's similar law by the U. S. Fourth Circuit Court of Appeals.

Senator Albert Boutwell of Birmingham has said Alabama's law is substantially different from Virginia's and is "entirely consistent with the opinion of the U.S. Supreme Court rendered in May of 1954."

However, though there are differences in the two laws, the assignment criteria are very similar—health, welfare, aptitude of the child, plus consideration of psychological and sociological factors, etc. Neither mentions race.

The Alabama law grants local boards of education power to assign pupils on the basis of these considerations. The Virginia law gives the power to special placement boards. Whether this would be a substantial difference in the view of the Supreme Court, assuming it upholds the Court of Appeals as seems likely, it is different to guess.

However, the appellate court said of the Virginia law; "This statute furnishes no adequate remedy to plaintiffs (parent of Negro children) because of the fixed and definite policy of the school authorities" to maintain segregation.

In other words, the court looked behind the act, which did not mention race as an assignment factor, and ruled that the legislature intent was to preserve segregation.

If this is to be the central test of the constitutionality of a placement law—the intent of the law within the framework of other acts expressly designed to maintain segregation — the differences between the Alabama and Virginia laws might be of no consequence in federal court.

The appellate court pointed to such legislative action as the Virginia Appropriation Act which provides that all state funds be withdrawn from areas where a Negro child is enrolled in a previously all-white school.

If the Alabama law had been at issue, the court could have found similar laws indicating the "fixed and definite policy" of the state to maintain segregation. To repeat, if this is all that must be proven to invalidate a pupil assignment law, it would seem Alabama's is at least beclouded.

Senator Boutwell said amendments to the law are now being studied. The committee so occupied would be well advised, it seems to us, to assume that the Virginia ruling is a definite threat to this state's law and begin plugging holes accordingly.

Sponsors say bill would curb race rioting

BY FRED TAYLOR
News staff writer

MONTGOMERY, Ala., July 20—Several legislators, including the sponsor of a bill given a favorable report by the House judiciary committee, are convinced its enactment would help Alabama to maintain segregation in public schools.

It could be done, in the opinion of Rep. Karl Harrison of Shelby, author of House Bill 611, by giving the governor greater police powers for emergency employment of more highway patrolmen.

Harrison pointed out that former Texas Gov. Allan Shivers used Texas Rangers to prevent integration and keep down violence, adding:

TAYLOR

"If attempts are made to enter Negro children in our white schools, the governor could use highway patrolmen to prevent them from entering and to protect both white and Negro children from violence."

"They would have to abolish the office of governor, or take away the governor's police powers, to prevent this plan I have embodied in my bill from working successfully, Harrison said.

What bill does

The Harrison bill, and an amendment, would empower the governor to hire up to 25 extra patrolmen for temporary emergency duty. The measure states that such appointments would be made, and compensation fixed, in accordance with emergency and temporary appointment provisions of the state merit system.

They could be hired for periods not exceeding 60 days.

The proposal makes no mention of race, but states:

"Any time the governor of Alabama deems that an emergency exists and that additional law enforcement officers are needed in order to enforce the laws of the state, or quell any civil disturbance or violence growing out of civil disturbances and preserve the peace, he may appoint additional patrolmen or other peace officers for the Highway Patrol, not exceeding 25 altogether, during such an emergency."

Harrison said, "We should give the governor the means with which to act and let him know that the Legislature will back him up in maintaining our Southern way of life."

University incident

Harrison, in referring to the fight over "civil rights" legislation in the U. S. Senate, told members of the House committee that "I think we're going to need additional law enforcement protection in Alabama."

And Rep. J. W. Brassell of Russell, committee chairman, reminded members that this state has already had one such emergency at the University of Alabama.

He was referring to mob violence which resulted when a Negro co-ed enrolled in the University and was later expelled for accusing University authorities of conspiring with the mob.

Harrison resolution

The Shelby lawmaker earlier had introduced a resolution (House Joint Resolution No. 48) calling on Gov. James E. Folsom "to use the total power of his office to the fullest and greatest extent to preserve our Southern way of life" and "to prevent integration in our schools and other public places."

This resolution stated that white and Negro citizens had "lived together in peace, harmony and goodwill" for more than 100 years.

It rapped the U. S. high court for "its tragic, ill-conceived and far-reaching decisions shattering the peace and harmony of the South."

Harrison's bill will get its second reading Tuesday and be placed on the calendar for passage next Friday. He said he would call up his resolution for adoption when the bill is reached on the calendar.

School Heads State Belief In Segregation

By LILLIAN DeLOACH

A determination to maintain racial segregation in Alabama's public schools was disclosed here yesterday by five high school principals.

Delegates to a meeting of the Alabama Assn. of Secondary School Principals during an informal press conference at Huntingdon's Flowers Hall, explained that "we're just as interested in seeing Negroes get a fair deal in education as the whites."

"I doubt if there is an exception (among AASSP members) to the wish to maintain segregation," said one member of the group, to which the others agreed.

"I wouldn't know how to handle an integrated school," one educator said.

Integration would present the problem of two groups with "different abilities," the "social atmosphere" would be altered, and the "feeling of unity which a good school generates would be lost," the educator explained.

INTEGRATION 'DESCRIBED'

One man described integrated schools as "tearing down two happy situations to make one unhappy situation."

"I don't believe a large number of colored students ever want to come to our schools," said another, to which a colleague replied: "I'd like to believe that."

"There are communities taking steps to equalize the educational opportunities as fast as they can."

One expressed a belief that the extreme will to integrate has been quelled. "It is not as grave a situation as a year or so ago," he added.

"If it ever comes it must be a gradual thing — kindergarten through college."

"It's not the children we must worry about, it's the papas and mamas."

"The colored teachers don't want it. It is ordinarily true that any minority group is not represented by teachers. We have more colored teachers in Alabama than New York does."

"A Negro boy or girl can aspire to be principal of the school where he goes in the South. It is one of the top-level positions in his community."

"I think things are going on fairly as they are."

"I don't want a thing like Clinton down here. I know that principal had one helluva year."

"It's not an easy problem to settle."

"Let sleeping dogs lie."

SCHOOL FINANCE BILL PASSED IN ALABAMA

Judges' Pay Raise Measure Also Enacted

FILIBUSTER IS STARTED

By The United Press

MONTGOMERY, Ala., Aug. 2.—The Alabama House of Representatives Friday passed a huge educational appropriation bill and sent it to the Senate.

The measure provides 116 million dollars to finance the schools and institutions of higher learning for the fiscal year starting next Oct. 1. It provides 119 million for the following year.

Three judges' pay raise bills which threw the Upper House into a three-week filibuster were also enacted. The House concurred in Senate amendments cutting the amount of the salary increases.

Unpredictable Man

The unpredictable Alabama Senate fell into another filibuster when a 'Black Belt' senator asked that all bills and committee reports be read at length.

Senator E. O. Eddins of Demopolis, calling himself an unpredictable man," ordered that everything be read at length, thereby slowing the upper chamber to an almost standstill.

Mr. Eddins said he made the time-killing request because House Speaker Rankin Fite is "running the show to suit himself."

"I don't like the way Fite is running things," Senator Eddins said.

The Demopolis lawmaker charged that House members wishing to get measures passed out of routine order from the calendar need only to see Speaker Fite "to sign up with him."

Mr. Fite denied Mr. Eddins' charges.

Other House Action

In other House action, a bill which would prohibit corporations from using Federal income tax payments as deductions in computing state income taxes was passed and sent to the Senate.

The pay raise measures given final legislative approval raise the salaries of Circuit judges from $8,500 a year to $10,000; judges on the Supreme Court from $12,000 to $14,000, the Court of Appeals judges from $11,500 to $13,500.

However, the raises won't go into effect until January 1959, when the judges next terms begin.

School Tests Set Next Week

Birmingham, Ala., Sept. 11 (AP)—City school officials next week are to begin a series of tests for eight Negro children who want to go to white schools.

The tests are part of a program to determine facts for school officials in placing the children. It is recognized as the first test of Alabama's school placement law, which gives local school boards unlimited power in placing school children.

Dr. Frazer Banks, City school superintendent, described the tests as normal, routine achievement and aptitude tests which are given any child whose parents request them.

Banks was instructed last week by the School Board to receive the applications for enrollment of the Negro children who are seeking to enter white schools.

In Montgomery

'Squeeze' Felt by Teachers

By Staff Correspondent

MONTGOMERY, Ala.—There may not be any connection between the recent Montgomery bus boycott and the fact that Montgomery's Negro school teachers have not been given contracts for the 1957-58 teaching period, but many believe there is a connection.

Widespread whispers of economic "squeezes" being applied to local Negroes as a reaction from the boycott, brought this development to light.

THE NEGRO teachers are being paid on a month-to-month basis, under the existing circumstances. What the significance of this is has yet to be determined. It could mean that the month-to-month hiring job status is intended to "keep the Negro teacher in line."

Efforts by the Courier to reach State Education Supt. Austin Meadows for a statement were in vain.

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Racial Segregation

The critical issue of racial segregation remained in the forefront of legislative activity during the regular session, yet nothing of the significance of the School Placement Law or the Freedom of Choice Amendment was forthcoming.

The two measures constitute the state's major defensive bulwarks toward preserving the separation of races, but in the light of federal court rulings in other states, steps were taken to strengthen both bills.

The Placement Law, which authorizes school boards to "place" students in such a manner as to "preserve domestic tranquility," was tightened up by vesting in the boards judicial powers. This was designed primarily as a protection to the officials from suits.

The "choice" amendment was bolstered with two major bills—one authorizing the abolition of public schools in the event of integration, the second specifically designating the Attorney General as defense counsel in any suits stemming from school segregation cases.

The measure authorizing the abolition of the schools was accomplished by legislation to allow state funds to be used in financing private schools.

A bill was also passed providing that teachers who lost jobs due to the abolition of a public school would not lose their retirement benefits.

Bills were introduced, but never passed, which sought to halt all state aid to parents who had more than one illegitimate child. The admitted purpose of this bill was to discourage unwed Negro women from having children.

The segregation bills attracting by far the most interest were of local nature. Two bills affecting only Macon County brought on tremendous response. One finally passed, another failed to win approval.

Sen. Sam Engelhardt of Macon first introduced a bill to re-arrange the city limits of Tuskegee in such a manner as to exclude almost all of the city's 400 Negro voters. The purpose was to prevent any Negro being elected to a city position. The measure whipped through the Legislature without opposition under the local courtesy rule.

Engelhardt's second bill, that to abolish Macon County, failed to get through. He proposed to erase his Negro-dominated county entirely, apportioning it to five adjoining counties.

But lawmakers from the counties adjoining Macon were never able to agree on who would take what, and in the end the bill was junked in favor of a substitute calling for a two-year study to determine the "feasibility" of such an abolition.

The Legislature continued to resolute frequently on matters of race. Another interposition resolution was passed, this even more sweeping than the original act of nullification.

The lawmakers vigorously condemned interracial movies in general and the movie "Island In The Sun," in particular. Arkansas Gov. Orval Faubus was commended for his segregation stand. President Eisenhower was asked to re-read the U.S. Constitution with emphasis on phases relating to civil rights. The civil rights legislation passed by Congress was roundly denounced while Alabama's congressmen were commended for their fight in opposing the measure.

Placement bill is passed in Alabama

MONTGOMERY, Ala. (ANP)—Alabama's reinforced placement law, designed to preserve school segregation, became law last week when Gov. James E. Folsom refused to sign or veto the act prior to the expiration deadline.

The original placement law also went into effect without the governor's approval two years ago.

Amended by the legislature this summer, the statute gives local school boards almost unlimited power in connection with the assignment of pupils. It makes no mention of race or color.

Placement Law Test Looms in Alabama

BIRMINGHAM, Ala., Sept. 12 (INS)—Eight Negro pupils seeking admittance to three all-white Birmingham schools will be given achievement and aptitude tests next week which may lead to a court test of Alabama's school placement law.

That was the latest development today on the integration school front after a day of uneasy quiet that prevailed at the city's high schools which was marked by a stone throwing incident by Negroes.

The state's school placement law gives school officials authority to place children in schools following aptitude tests and personal interviews. Sponsors of the law believe it is a legal way to preserve school segregation.

School Placement Act Becomes Law

MONTGOMERY, Aug. 28 (AP)—Alabama's reinforced placement law aimed at preserving school segregation, has become law without the signature of Gov. James E. Folsom.

The governor refused to either sign the measure or veto it.

Two years ago, the original placement law went into effect without the governor's approval.

The statute, amended by the Legislature this Summer, still gives local boards almost unlimited police power to say where individual pupils must attend school, but makes no mention of race or color.

School board members become judicial officers in fact as well as in name, under the law, making them immune from prosecution or damage suit because of their official acts.

The law now empowers board members to subpoena witnesses and compel them to testify under oath, thus seeking to give them some of the authority the courts have.

That board members cannot be sued for civil damages or prosecuted criminally for any official action in carrying out the placement law is specifically set out in one new section of the act.

Folsom did sign, however, a local bill empowering the Lowndes County School Board to fire any teacher who advocates integration.

Sen. Boutwell Hopeful On Alabama Pupil Law

MONTGOMERY, Oct. 21 (AP)—A Supreme Court decision outlawing Virginia's school placement act left Alabama authorities still hopeful today that a similar law in this state will stand up in court.

This optimism grew out of a comparative study which showed basic differences in the laws of the two states, differences which State Sen. Albert Boutwell of Birmingham says may enable the Alabama statute to survive a court test.

The Supreme Court knocked out the Virginia law today by refusing to review two lower court decisions which had held it unconstitutional.

Anticipating the higher court's action after the act was first held invalid, Sen. Boutwell began a study weeks ago to find out how the two laws differ. He was chairman of a special legislative committee set up to screen proposed new segregation laws.

The Birmingham attorney concluded that there are two basic differences between the Alabama and Virginia segregation programs:

1. Virginia's law took all pupil assignment powers away from local boards and vested them instead in a placement board. The Alabama law leaves it entirely to the local boards with no mention of race or color.

2. Besides the placement act, the Virginia Legislature passed another bill cutting off state funds in the event of integration. In Alabama, the Legislature carefully avoided any such restrictions.

In fact, a constitutional amendment was submitted to the people and ratified last year removing from the state's organic law all reference to separate schools for white and Negro students.

Boutwell says the significance of the cutoff of funds is that it expresses a legislative intent to preserve school segregation even though the Placement Act itself may avoid any mention of racial differences.

By contrast, tthe Birmingham legislator continued, Alabama laws as written now contain no expression of what the Legislature intended to do.

The Placement Act in this state gives local boards virtually unlimited power to say where individual pupils must attend school. And it spells out certain factors to be considered, including the student's background and the effect of a transfer on both that pupil and his classmates.

A separate law enacted this year empowers the boards to close any school threatened with integration. It implements the constitutional amendment which authorized the Legislature to abolish the public school system if necessary to preserve segregation.

Tighter No-Integration School Law Approved

MONTGOMERY, Aug. 20 (AP)—Legislation authorizing local school boards to abolish integration-threatened schools and to pay students' tuition in private schools was passed by the Alabama House of Representatives today and sent to Gov. James E. Folsom.

Approved at the same time was another measure protecting the retirement rights of school boards almost unlimited authority to say where individual students must attend school.

The bill providing for closing of the schools implements the "freedom of choice" constitutional amendment ratified by the voters in a statewide election last year.

By amending the law this session the Legislature sought to make school authorities judicial officers in fact as well as in name to give them immunity from lawsuit.

The amendment gave the Legislature power to abolish the public school system if necessary to prevent racemixing.

The revised act empowers members to subpoena witnesses and records in appeal hearings if a placement order is contested, and gives them the right to question witnesses under oath as the court do.

Under the bill passed today, local boards have the right to close any school after a public hearing.

It also empowers them to sell or lease property to private corporations for use as private schools.

If no public schools are available, the measure authorizes the boards to pay the tuition for pupils attending private institutions.

The Legislature earlier in the session passed a companion bill designed to strengthen the pupil placement law already in effect. The placement act gives local

Dr. Banks Sees 'Entry Useless'

It is useless for Negro parents to take their children to Birmingham schools and try to get them admitted by the principals, according to Dr. L. Frazer Banks, city schools superintendent.

Dr. Banks said the principals

have "no authority whatsoever" concerning the transfers of the Negro children who have attempted to enter white schools here.

"Since the petition from these six families came to the school board and to me, I was compelled to take the matter to the board.

"When the board then told me to investigate and make a decision (about the placement of the children), that removed the case from any authority of any principal involved.

"Therefore no principal has any authority whatsoever about the transfers of these particular children.

"I am making the investigation."

SEGREGATION BILL BECOMES LAW UNSIGNED

Montgomery, Ala., Aug. 27 (AP)—Gov. James E. Folsom has refused to sign or veto Alabama's reinforced placement law aimed at preserving school segregation.

He let the new act become law without his signature. The original placement law also went into effect without the governor's approval two years ago.

Amended by the legislature this summer, the statute still gives local boards almost unlimited police power to say where individual pupils must attend school, but makes no mention of race or color.

The changes written into the act are designed to make school board members judicial officers in fact as well as in name to make them immune from prosecution or damage suit because of their official acts.

Spelling out in more detail the procedure for appealing from placement decisions, the law now empowers board members to subpena witnesses and compel them to testify under oath, thus seeking to give them some of the authority the courts have.

14d(1) 1957

School Program For Whites Set

CARROLLTON, Sept. 3 (AP)—The next step in Carrol County's education program is to bring schools for white children up to the level of those for Negroes.

The North Mississippi county, with a population 67 per cent Negroes, was the first in the state to complete its school program for Negroes under equalization laws.

Three modern, shining buildings — a high school and two elementary schools — have replaced 27 structures, most of them in bad repair.

The building program was carried out under the state's multi-million dollar 1953 program to make Negro and white schools equal. Because Negro schools were in worse condition than whites, more than 70 cents of each dollar is going into Negro schools.

CLOSING OF SCHOOLS URGED BY ALABAMAN

Says United Action In South Might Sway Court

UNION SPRINGS, Ala., Oct. 22. — (AP) — An Alabama representative suggested Tuesday that a unified Southwide agreement to close the public schools in the face of integration threats might force the Supreme Court to relax its ruling.

Representative George Andrews of the Third District said in a statement:

"I am convinced that the Supreme Court is composed of practical politicians and that if we could convince them that we will close every school before we will submit to integration, they would rewrite their decision."

"But," he added, "we would have to make it clear that we are sincere and determined," and he conceded that "It is a man-sized job to get the South to stick together."

Representative Andrews, a Democrat, said Southerners need to form "an organization comparable to the National Association for the Advancement of Colored People, an organization just as effective as the NAACP in getting what it wants."

"No state, no city, no county by itself can withstand an assault by airborne troops," he declared.

He said he would like to see a meeting of Southern leaders to settle on a course of action and added, "the only thing I can think of is to close the schools."

"Most white people would be able to get an education," he reasoned, "but very few of the Negroes in the South could get one on their own."

Enrollment Reaches 9408 In County School System

When all the young cotton-pickers get in school, enrollment in the Talladega County system is expected to go from Wednesday's 9,408 to 10,200.

The official figures following two days of school was 6412 white and 2923 Negro children, reported the office of the county superintendent of education. Two Negro schools, Salem and Pine Grove, had not sent their enrollment figures to the county office.

N. F. Nunnelley, county superintendent of education, said that it always takes a week or more for enrollment to go up to normal.

Some of the children are kept out of school a few days to pick cotton, Nunnelley said.

Childersburg, Winterboro and B. B. Comer are showing an increase in registration and the other schools are running about the same as in 1956-57.

The enrollment figures by schools:

Watwood 515; Bon Air 70; Chandler Springs 65; Herds Gap 47; Idalia 156; Silver Run 36; Childersburg Junior High 539; Eastaboga 250; Gantts Quarry 145; Jonesview 231; Mark Linder 138; Comer 1291; Childersburg Senior High 380; Fayetteville 318; Lincoln 595; Munford 775; Winterboro 800; Ironaton 44.

Antioch 80; Carver; Cedar Creek 41; County Training School 500; Gantts Quarry 44; Hannah Mallory 153; Lane Chapel 100; Lincoln Junior High 180; Mignon 141; Nottingham 188; Opelika Hill 458; Phyllis Wheatley 461; Pine Hill 79; Robert Moton 309; Sweet Home 75; Talladega Springs 43.

Folsom Won't Sign New Laws On Segregation

MONTGOMERY —(AP)— Gov. James E. Folsom has refused to sign or veto Alabama's reinforced placement law aimed at preserving school segregation.

He let the new act become law without his signature. The original placement law also went into effect without the governor's approval two years ago.

Amended by the Legislature this summer the statute still gives local boards almost unlimited police power to say where individual pupils must attend school, but makes no mention of race or color.

The changes written into the act are designed to make school board members judicial officers in fact as well as in name to make them immune from prosecution or damage suit because of their official acts.

Spelling out in more detail the procedure for appealing from placement decisions, the law now empowers board members to subpoena witnesses and compel them to testify under oath, thus seeking to give them some of the authority the courts have.

One new section of the act says specifically that board members cannot be sued for civil damages or prosecuted criminally for any official action in carrying out the placement law.

There was no comment from the governor on his refusal to approve the amended act.

However, he did sign into law a local bill empowering the Lowndes County school board to fire any teacher who advocates integration.

School Law Is Bolstered In Alabama

MONTGOMERY, Ala., Aug. 24 (AP)—The legislature has fashioned a double-edged new weapon to guard against threatened integration in Alabama schools.

It has rewritten the two-year-old placement law to strengthen it against a possible court test, and at the same time has set the pattern for ultimate closing of the schools if all else fails.

But nowhere does the law say the purpose is to maintain segregation. And in that omission, says Sen. Albert Boutwell of Jefferson County, lies the hope that the anti-racemixing formula might meet the demands of the U.S. Supreme Court.

Boutwell is chairman of a special Senate-House committee created to screen more than two score racial measures in the hope of consolidating them into a workable segregation pattern. Some of Alabama's best known constitutional authorities are working with the committee.

"One thing we must keep in mind," Boutwell explained, "is that the Supreme Court has never said there must be integration. It merely held that enforced segregation is unconstitutional. It said there must be no discrimination."

And, he continued, "we are trying to avoid putting any discriminatory provisions in our laws. If we can do that, we have reason to hope they will withstand the Supreme Court's test."

For example, the placement law is written "so it can apply equally to white and Negro children," the Birmingham attorney added. It gives local boards almost unlimited police power to say where individual pupils must attend school.

And the "freedom of choice" amendment written into the state constitution last year removed all reference to segregation in the organic law but gave each child, as Boutwell expressed it, "the freedom of saying that he doesn't want to attend an integrated school."

At the same time, it gave the legislature authority to abolish the public school system if necessary to prevent mixed classes.

A group of Negro children has formally demanded admittance to white schools in Birmingham in the approaching fall term. The untested placement law can be used by school authorities there to assign them to whatever schools they see fit.

School skirmish line—

Legislature hones two-edge sword for integration battle

BY REX THOMAS

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And, he continued, "We are trying to avoid putting any discrimination provisions in our laws. If we can do that, we have reason to hope they will withstand the Supreme Court's test."

Equal application

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A group of Negro children has formally demanded admittance to white schools in Birmingham in the approaching Fall term. The untested placement law can be used by school authorities there to assign them to whatever schools they see fit.

Basically, that law is unchanged by the amendments added by the Legislature this Summer. It gives school boards police power to "assure the maintenance of order and goodwill" and to assign pupils on the basis of "qualifications, motivations, aptitudes and characteristics."

Without mentioning race or color, it directs school authorities to consider such factors as:

Deciding factors

AVAILABLE ROOM and teaching capacity in the various school, and the availability of transportation facilities.

The effect on established or proposed academic programs, and the suitability of existing courses of study for particular pupils.

Adequacy of a pupil's academic background; his scholastic aptitude, intelligence, mental energy or ability.

The psychological qualifications of a pupil for the type of teaching and "associations involved"; the psychological effect on the pupil of attendance at a particular school.

Home environment of the pupil and his morals, conduct, health and personal standards and the maintenance or severance of established social and psychological relationships.

The threat of friction or disorder among the pupils and the possibility of ill will or economic retaliation within the community.

If a pupil challenges his assignment, the school board has much the same authority under the amended placement act as the courts have. It can subpoena witnesses and records and compel witnesses to testify under oath.

In other words, said Boutwell:

"Alabama has made a bona fide effort to give every parent the right to have his child's school assignment determined on a basis other than race, a judicial determination."

Whether it is a bona fide attempt devoid of discrimination is yet to be decided in court. No test cases has been filed in the two years since the law was enacted.

Choice freedom

IMPLEMENTING the "freedom of choice" amendment is a new legislative act spelling out the procedure for discontinuing public schools at any time local educational authorities are convinced that potential disorder or ill will impairs "effective" maintenance of the schools.

A local board, on its own motion or at the request of a majority of the patrons of a school, can close the school after a public hearing.

No court "or other authority" would have the right to question the school board's action.

Board members could lease school property for "private, non-profit educational purposes," and use public funds to pay pupil's tuition in the private schools.

Teachers could be transferred to private schools "with the same rights and benefits to which they were entitled at the closed school."

A third measure enacted by the Legislature this Summer protects the retirement of teachers transferred to private institutions.

Still pending is a bill authorizing the attorney general to defend school board members who might become defendants in lawsuits. It is being amended to include members of voter registration boards.

MACON COUNTY BOARD OF EDUCATION
CONDENSED STATEMENT OF REVENUES AND EXPENDITURES OF CURRENT FUNDS

October 1, 1956, to September 30, 1957*

News P.6 Tuskegee, Ala.
News 10-24-57
14d(1)
Ala.

REVENUES & RECEIPTS	
State	$976,909.56
Federal	63,402.21
County	47,496.28
District	34,863.85
Other Revenues	7,671.02
Revenues from Other School Systems	324.00
Non-Revenue Receipts	18,870.11
NET REVENUES	$1,149,537.03
Unappropriated Surplus 1955-56	103,071.30
	$1,252,608.33
Transfer to Special Building Fund	85,000.00
Total	$1,167,608.33
EXPENDITURES	
General Control	$ 17,175.82
Instruction in Day Schools	850,675.28
Operation of School Plant	23,315.45
Maintenance of School Plant	9,125.78
Auxiliary Agencies	97,877.89
Fixed Charges	12,627.89
Capital Outlay	33,926.92
Debt Service	13,375.00
TOTAL EXPENDITURES	$1,058,100.03
Unappropriated Surplus 1956-57	109,508.30
Total	$1,167,608.33

The above is a true and correct statement of the Receipts and Disbursements of the Board of Education of Macon County, Alabama, for the period beginning October 1, 1956 and ending September 30, 1957.

Signed: Board of Education, Macon County, Alabama
C. A. Pruitt, Its Superintendent

*Details of revenues and expenditures are available in the office of the Board of Education.

NOTICE OF SPECIAL DISTRICT SCHOOL TAX ELECTION

Notice is hereby given that a special election will be held in School Tax District No. 2, Macon County, Alabama on the 20th day of August, 1957 for the purpose of determining whether or not a special district school tax shall be levied annually for a period of 20 years, beginning October 1, 1957, and collected annually for a period of twenty years, beginning October 1, 1958, at a uniform rate of thirty cents on one hundred (100.00) dollar's worth of taxable property in said district; the said levy, if authorized, not to operate to increase any present three-mill district school tax levy in said area, but to be in lieu thereof; the proposed tax to be for public school purposes within said School Tax District, the boundaries of which are described as follows:

Beginning at the S. E. corner of the SE1/4 of the SE 1/4 of Sec. 36, T. 15, R. 22 and running North to the N. E. corner of the N. E. 1/4 of the NE 1/4 of Sec. 1, T. 15, R. 22; thence West to Line Creek; thence Southeast along said Creek to the Bullock County line; thence East along the line between Macon and Bullock Counties: to the SE corner of the SE 1/4 of the SE 1/4 of Section 13, Tn. 15, Range 21; thence North along range line between Ranges 21 and 22 to Oakfuskee Creek thence Southeasterly along Oakfuskee Creek to the South line of Sec. 33, T. 15, R. 22; thence East along the County line to the point of beginning all in Macon County, Alabama, and being the territory embraced in Beat 6, Macon County, Alabama.

By order of the Board of Revenue of Macon County, Alabama.

Signed:
Preston Hornsby
Sheriff of Macon
County, Alabama

7-11-4t

Four Negroes Quit Petition On Schooling

BIRMINGHAM, Aug. 23 (AP)—Four Negro signers of petitions asking racial integration in Birmingham public schools today withdrew, but another parent predicted the race-mixing effort will be pressed.

"Some will remain," said the Rev. F. L. Shuttlesworth, president of the Alabama Christian Movement for Human Rights. He is one of the parents who asked the Birmingham Board of Education to admit Negroes to three white schools.

Those who said they wanted their names dropped from the petitions were William H. Todd Sr., Robert Hawkins, Mrs. Annie Marie Wilson and Mrs. Marie Armstrong.

Petitions had asked admittance at the school term beginning Sept. 6, of 13 Negro children to schools closest to their homes—identified as Phillips and Woodlawn high schools and Graymont elementary, all white.

Hawkins said he thought he was signing a survey of high school children when he was contacted by an agent of Shuttlesworth. The two mothers said they understood that they were signing an agreement that they would be willing for their children to attend an integrated school.

Todd said he "misunderstood" the petition.

Shuttlesworth said he was "sure they did understand" that they were signing a petition asking admittance of their children to white schools.

City officials have expressed uncompromising opposition to any change in Birmingham's rigid segregation laws.

Families Await Reply On Plans To Enter Children In Nearest Schools

BY EMORY O. JACKSON

Families seeking to enter their children into the nearest schools were awaiting a reply this week from the Birmingham Board of Education to their formal petition mailed Tuesday, Aug. 20.

While the petitioning families indicated they had not received any official reaction from their requests. Dr. L. Frazier Banks, superintendent of Birmingham Public Schools issued a press release indicating that the petitions had been received and handed on to the board's attorneys Lange, Simpson, Robinson and Sommerville.

Bitter reactions came swiftly from Birmingham's public officials.

Four of the nine petitioning families announced Aug. 23 that they were asking the board to remove their names from the list of petitioners. But on Aug. 24 one of the four pull-outs asked a return to the list.

Regular meeting of the board is set for Friday, Sept. 6, which will be two days after the school opening date. The petitioners asked to be admitted to the nearest school to them at the beginning of the 1957-58.

Since the petitions were sent to the boards a number of questions have been raised. Will the petitioners stick? Would other join them? Would refusal of the admission request result in a court test of the new and other school segregation laws? Would the resisters use violence to defend school segregation in the event legal means failed? Could the petitioners survive sustained pressure?

Only the future holds the answer to most of the foregoing questions.

However, the Rev. F. L. Shuttlesworth, one of the petitioning families, said he believed most of the petitioners would stick. He is president of the Alabama Christian Movement for human Rights and pastor of Bethel Baptist Church (North).

Mayor James W. Morgan expressed the opinion "that this move is not sponsored by the forward thinking, civic minded local citizens of all races in Birmingham."

From the "all races" of Birmingham not a single Negro leader, spokesman or positioneer has volunteered for pulbication any statement that would tend to support the opinion ventured by the city's chief public officer.

Defenders of the two-track school system point with comfort to a series of new and old laws designed to ward off open-style admission to the nearest school. Among them are the (1) pupil placement law; the (2) freedom of choice law and (3) the authority to close any school ordered to integrate. (How a school system under a federal court injunction could abolish a school and at the same time not violate a court order has yet to be explained."

From the Birmingham Public Schools, City Hall and the metropolitan press have come official views on the admit-to-the-nearest school petition.

Here they are in whole or in part:

DR. BANK'S STATEMENT

"The Birmingham Board of Education has received separate petitions from nine families requesting that their 13 children be allowed to attend schools of the closest proximity to their homes on a non-discriminatory basis during the 1957-58 term.

"All the petitions were mailed in one registered letter and reached the superintendent's desk in the late afternoon of Aug. 21, 1957.

"Signatures on each letter had been witnessed and notarized. Attorneys for the Birmingham Board of Education have been notified and will receive copies of the petition. They will advise with the board.

"Copies of recent state laws pertaining to the matter have not yet been received at the administration office."

MAYOR'S STATEMENT

"I have learned, with no little concern that efforts have been made to register children of the Negro race in several of our white grade and high schools for the new school year beginning next month."

"All of our citizens, white and colored, have been able to look with justifiable pride upon the fine conditions under which we in Birmingham have lived together throughout the years. There has been no loss of dignity by any of our people, while at the same time, the age-old customs of the South-land have been maintained and honored."

"It is my opinion that this move is not sponsored by the forward thinking, civic minded, loyal citizens of all races in Birmingham. We have made great strides in community and personal progress in our city in the last decade, and this condition has been made possible largely because all of our citizens, white and colored, have joined together with a common zeal to arrive at the enviable position we now occupy .We have built and do maintain facilities for our Negro citizens in education, recreation, and other civic interprises, that are such that our people can look with pride upon their existence and can continue to use on our present basis with full enjoyment

IN THE SENATE

'Freedom Of Choice' School Bill Cleared By Racial Committee

BY GEORGE WHITTINGTON

A bill aimed at permitting the subsidizing of children attending private schools under the state's "freedom of choice" law yesterday was reported cleared by

V. ANTWERP

SIMON

the joint "Super Segregation" committee, and ready for introduction Tuesday with 26 co-sponsors.

Sen. Albert Boutwell of Birmingham who reported the drafting of the bill earlier, and who made an effort to have it introduced Tuesday, turned it over to Sen. Joe Davis of Braggs, to line up support.

Davis said yesterday he has 26 names already on the bill, and plans to introduce it Tuesday. The Legislature is not in session Friday.

The "Super Segregation" committee is a 14-member unit with seven members from each house, to consider all bills having to do with integration problems. Boutwell is chairman.

The bill implements the "freedom of choice" amendment voted into law last August, providnng that parents must specify whether their children will go to white, colored, or integrated schools.

It also gives the state the right to abolish schools where strife might affect the public welfare.

and happiness."

"I am certain that nothing good can come of this movement but to the contrary that the fruit thereof will be discord, discontent, and unhappiness for many of our people. I feel that such conditions are entirely needless and useless and call upon all races and individuals of the city to continue to approach this problem with prayerful consideration and the fine understanding that has persisted in the past."

Editorial comment in the local metropolitan press spoke with "deep regrets" and saw "nothing constructive" in the bid made for a one-way admission to any public school near the seeking student.

The Birmingham News said in part: "Continuing racial tensions and deterioration in racial relations make it plainly evident that this move will further inflame a situation already dangerous."

The News added: „This petition regrettable as it is, is not altogether surprising."

Meantime the Birmingham Post-Herald a Scripps-Howard newspaper, serving the morning field said in part: "A vastly overwhelmining majority of white citizens will oppose such a step even to the point of abolishing the public school system if that should become necessary."

Added the Post-Herald: "Let us hope that will not happen. It would be a blow to education generally but those who would suffer the greatest loss would be the Negro children themselves."

Commented John Temple Graves, Post-Herald columnist, in part: "We have the bill as well as legal ways to obstruct school integration indefinitely."

He also saw the open entry trydo as "nothing to get excited about. It was sure to come and it is a sure to be denied."

Columnist Graves based his predictions "we have laws now which fit" the machinery for blocking school integration."

Folsom Refuses to Act On Placement Law

MONTGOMERY, Ala., Aug. 27 (AP)—Gov. James E. Folsom has refused to sign or veto Alabama's reinforced placement law aimed at preserving school segregation.

He let the new act become law without his signature. The original placement law also went into effect without the Governor's approval two years ago.

Amended by the legislature this summer, the statute still gives local boards almost unlimited police power to say where individual pupils must attend school, but makes no mention of race or color.

Alabama Stiffens Anti-Integration Act

MONTGOMERY, Ala., Aug. 21 (AP)—Local school boards could abolish schools facing integration after a public hearing and could pay students' tuition in private schools under the provisions of a bill passed by the Alabama House of Representatives and sent to Gov. James E. Folsom yesterday.

Another measure approved at the same time protects the retirement rights of school teachers who may have to teach in private schools in the event public classrooms are closed.

The school closing bill implements the "freedom of choice" constitutional amendment ratified last year in a statewide election.

A companion bill passed earlier in the session strengthens the pupil placement law already in effect. Local boards, under the placement law, have almost unlimited authority to say where individual students must attend school.

The legislature sought to make school authorities judicial officers in fact as well as in name and give them immunity from lawsuits in the amendment passed this session.

Under the revised act, board members can subpena witnesses and records in appeal hearings if a placement order is contested and can question witnesses under oath as courts do.

Nothing to Be Gained

Nothing constructive so far as good race relations are concerned can come of the action by a small group of Negro citizens in petitioning the Board of Education for immediate integration of the Birmingham schools.

A vastly overwhelming majority of white citizens will oppose such a step even to the point of abolishing the public school system if that should become necessary.

The laws of the state do not permit mixed schools even if a local school board were inclined to approve, so the petitions filed Wednesday, if pushed seriously, can result only in increased tensions and greater misunderstanding.

The Birmingham school board, with full approval of our citizens generally, is doing everything possible to improve the schools and educational opportunities of Negro children. This we are sure it will continue to do as long as the means are available. But this it will be able to do no longer if thoughtless action forces abandonment of the public education system as we now know it.

Let us hope that will not happen. It would be a blow to education generally but those who would suffer the greatest loss would be the Negro children themselves.

School Starts And The Headache Continues

Montgomery's record 1,000 teachers for the school year now beginning is typical of the situation over the nation.

Facts and estimates from the U.S. Office of Education illustrate the nationwide school jam:

¶ Almost 40,000,000 pupils will be crammed into elementary and high schools alone, in facilities built to accommodate only about 30,000,000.

¶ The teacher shortage, estimated at 120,000 when school opened a year ago, now stands at 135,000. At least 150,000 more classrooms are needed.

¶ In the public schools alone, 1,300,000 more pupils will be in class this year than last.

Add to this staggering increase the number who will sign up in private schools, colleges, professional institutions and the total load on American education in all its branches has increased an incredible 44.4% over a year ago.

The drastic situation has its drastic remedies. First graders in Dallas, Philadelphia and Los Angeles, for instance, will go to school in prefabricated portable classrooms — some of which were moved into position only a few weeks ago.

Texas will carry its appeal for more teachers to TV, the pitch beamed at housewives with college degrees. Officials hope to sign up 1,000 new teachers for a TV course, called "the largest classroom in Texas," leading to a temporary teaching certificate.

In some areas, fire houses have been converted to schools, along with residences. School cafeterias have been pressed into service as classrooms. At a Jacksonville Beach high school lunch time has been cut from 45 minutes to 20 so that all the new mouths can be fed.

In Chicago, administrative offices have been moved into corridors in three school buildings to free classroom space. Even kindergarten classes in some cities are staggered shifts. A Michigan city is trying to finance school construction by renting textbooks to students. In Canton, Ohio, officials are seriously considering year-round schools, on a staggered term basis, instead of building new facilities.

Los Angeles sent teacher recruiting teams to Midwestern and Eastern Colleges during the summer, and managed to round up 2,400 new marms. But the influx of children is so great in California, needs cannot be accurately predicted.

And so it goes, in big cities and small across the country. The public must accept the fact of increasing outlays for education. Here in Alabama it is well that a legislative study, to determine just exactly what the state's school needs are, has been authorized. No end is in sight to the problems but before we can meet them intelligently they must be defined precisely, as they haven't been in the past.

It is unfortunate indeed—it may prove even tragic—that the integration threat, which the Deep South will resist to the point of closing schools, should have been added to our education problems.

We must face most of the numerical headaches that exist elsewhere. But this region is handicapped by other problems: its relative poverty and, now, the race issue, besides which all others are secondary in the minds of most Southerners.

Ala. School Head Brushes Aside Integration Plea; Others Slow

By EMORY O. JACKSON

From two levels of educational authority, one local and the other state, hae come reactions to nine nearest-school petitions which foreCast that the issue is headed for the federal courts.

In a lengthy letter to the petitioners, which State Supt. A. R. Meadows, circulated to the press, Alabama's highest educational official brushed aside the request of a group of Negro families to enroll their children in the neighborhood schools. Instead of admission, he gave advice to them to continue in the far away schools.

While informing the petitioning families that the Birmingham Board of Education would not be able to conside rtheir petitions before its Sept. 6 regular meeting, Dr. L. Frazer Banks, and other members of his administrative staff, speaking to the white principals, unveiled what foreshadows the board's position.

Here is a summary of those views as reported in the daily press:

1. "If you have any question where a pupil belongs, refer it to the superintendent's office," Dr. Banks.

2. "Don't issue any special transfers this year," Dr. Theodore R. Wright.

3. Enrollment in a school is no longer a matter of proximity," Dr. Banks.

4. Previously registered students, their relatives, etc., can be registered without question, Dr. Wright

5. Register those who are normally and logically members of your school family, Dr. Banks.

6. Accept a child you think belongs in your school, Dr. Banks.

What neither Dr. Banks nor Dr. Meadows stated is that federal courts have struck down laws similar to Alabama's placement assignment, and freedom of choice laws. Nor did either mention that Alabama no longer has a compulsory school attendance law. Perhaps it was overlooked by both, that in the eyes of the federal courts, nondiscriminatory enrollment is a responsibility of the board of education.

Petitioning families have not revealed what couse of action they will follow. It has been learned that job pressure was being exerted upon at least one parent who signed a nearest-school petition. Four of the petitioning families have said they were withdrawing. However, five of the nine are expected to stick.

The Rev. F. L. Shuttleworth, president of the Alabama Christian Movement, one of the asking families, was expected to answer Dr. Meadows' letter at the September 2 meeting of the Movement Monday night.

Following are the reasons Dr. Meadows gives for Negro children remaining in Negro schools:

1. "More people of your race are reported as finishing high school in Alabama than in any other state in the Union, irrespective of population, even though some other states have more people of your race.

2. "Elementary teachers of your race received higher average annual salaries than the average of the State because of higher training. The teachers of your race in Alabama are better educated than the average of the nation. Why should you try to take your children away from such highly trained teachers?

3. "A higher percentage of the children of seven to twenty years of age of your race were enrolled in school last year than the State average.

4. "If you have the best conditions in the Nation as set forth in statements 1, 2 and 3 above, why do you want to change the conditions that produced these gains for you and your people?

5. "On August 28, 1956, the people of Alabama voted to change the Constitution of the State, and thereby abolished the right or education or training of any individual at public expense. Under the 1956 Constitutional Amendment any public school and all public schools can be abolished and the school buildings can be rented or given to individuals to operate private schools. If you refuse to cooperate with the local board of education in the school placement of your children, you will in effect invite the abolishment of the public schools. Where would your children be, and where would the children of your friends and your people be in this State without public schools?

6. "Your child has many advantages in having a teacher of your race.

7. "I think that you can destroy what you already have if you refuse to cooperate with the decision of the local board of education to place your child in the school they think will be best for your child.

8. "As your State Superintendent of Education, I urge you to agree with your local board of education in the school placement of your child. Your Federal Court has not declared that your child must go to an ninterracial school or that your child must even go to school. The U. S. Supreme Court cannot operate schools under the Constitution of the United States. Local school boards operate schools, and the educational salvation of your child rests with your local board of education unless you are able to finance private school education."

PLEA WIRED TO IKE

Negro Association Leader Opposes Forced Integration

BIRMINGHAM, Ala., Sept. 7 (AP)—Samuel H. Moore, president of the Southern Negro Improvement Assn. of Alabama, Inc., said today he has sent a telegram to President Eisenhower opposing forced integration of public schools in the South.

Moore said the organization he heads has about 200 members, mostly in Jefferson County. He said the group, organized four years ago, "intends to spread."

In his telegram to the President, Moore said "We appeal to you in the interest of peace and harmony between the white and Negro races in the South (and) ask that no steps be made to force integration of public schools in the South."

Declaring that "such will not be accepted by either race," Moore added that "we feel that forced integration of the schools would result in widespread violence."

"Those with common sense on both sides are looking to you for peace and harmony," the telegram said. "They know that the situation which has prevailed for years cannot be changed overnight."

Moore, a former funeral service director, said the objective of his organization is to "promote and advocate understanding and better relations between white and Negro races in Alabama."

8 Negroes Apply To Enter 3 Schools in Birmingham

BIRMINGHAM, Ala., Sept. 6 (AP)—Armed with a state law designed to maintain segregated schools, the Birmingham Board of Education today received applications for admission of Negroes to three white schools.

At the same time that the board received petitions on behalf of eight children, it adopted new rules and regulations based on Aalbama's school placement law.

The petitions were turned over to Frazer Banks, city superintendent of education. Under the law he may consider school reports, test results, personal interviews and other factors in deciding on assignment or reassignment of pupils.

Banks gave no indication when he might report back to the board. He said he wanted to obtain "other information" before acting upon the petitions.

None of the parents of the children who filed the petitions was present. The Rev. F. L. Shuttlesworth, one of the parents, said he didn't consider their presence necessary and they were not asked by the board to attend the session.

Shuttlesworth said the parents will hold an early meeting to discuss their next step. He said none of the children has been enrolled for the 1957-58 term, which began this week.

The only spectators were newsmen, one of them a Negro reporter for a local Negro newspaper, and two unidentified white men. One of the white men wore a button which pictured two Negroes hanging from ropes.

Any decision by Banks may be appealed to the board.

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ALABAMA

Alabama State Board Of Education Sets Standards For Public Schools

Advertiser Thurs. 8-22-57 P. 4-B
Montgomery, Ala.

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FILED BY NEGRO PARENTS

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Advertiser P. 1
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Commissioner Lindbergh said upon learning of the petitions:

"This move is ill-conceived. It can't add anything to good race relations. I can't conceive of the idea that our schools will be integrated. We would have to resist any such move in every legal and peaceful way at our command."

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The Supreme Court on May 17, 1954, ruled that segregation in public schools is unconstitutional, and Graymont Elementary School.

Shuttlesworth declined to speculate on what action the parents might take if their petitions are rejected.

The petitions asked the school board to permit the 13 Negro children to attend schools closest to their homes on a non-discriminatory basis during the 1957-58 term beginning next month.

The schools were listed as Phillips, Graymont, Woodlawn high schools and Shuttlesworth and his wife asked admission of their two daughters

After the Supreme Court's 8-23-57

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Montgomery, Ala. Advertiser Thurs. 8-22-57 P. 4-B

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The petitions were signed by Phillip Shuttlesworth and his wife asked asking for elimination of segregation in Jefferson, Montgomery, Mobile, Calhoun and Macon counties including Birmingham. The schools were listed as

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ignored or rejected.

This petition differs from the others in that the board of education is asked to admit specific children to specific schools.

Thomas R. Broom, president of the city board, was not available for comment.

Alabama's public school segregation laws have not been tested. The Legislature also has enacted a law giving school boards wide discretionary powers in assigning pupils to schools. While it does not mention race, the purpose of the law is to maintain segregated schools.

City Parents Fear Integration

Resist School Plan to Adjust Race Balance

By FREDERICK WOLTMAN,
Staff Writer.

Southern saber-rattling against integration in the public schools is echoing loudly through the city's school system today.

Not for generations has any issue stirred up so much controversy and supercharged emotion among educators and parents.

In January the Board of Education set out to implement its program for achieving a better "racial balance" in the schools. The question of exactly what this program means has aroused fears among parents of all races and has touched off bitter protests from teachers and parents alike.

The schools have 36,000 teachers and 927,000 pupils. On a citywide basis, 63.5 percent of the pupils are white, 18.3 percent Negro and 14 percent Puerto Rican, with the rest belonging to very small racial groups, such as Orientals and American Indians.

Individual schools, however, reflect the racial pattern of their neighborhoods. Those in Harlem are almost 100 percent Negro, while certain schools elsewhere, such as in parts of Queens, are virtually all white.

Two of the principal fears triggered by the racial integration program were:

● That children would be taken long distances by bus, possibly from one borough to another, in order to bring "racial balance" to every school in the city.

● That the neighborhood school, located near home among familiar surroundings would become a thing of the past.

Mothers and fathers in Queens visualized their children being uprooted and transported to distant schools in Harlem and other areas with a preponderance of Negro or Puerto Rican pupils. Opposition, however, was not confined to white parents.

Two examples have shown that Negro and Puerto Rican families are equally strong in their support of their neighborhood school.

In one Brooklyn school district, a heavy influx of Puerto Rican families filled a local school until it virtually burst at the seams. The lower grades were getting only four hours of instruction a day.

With the help of an assistant superintendent, a parent association sent questionnaires in English and Spanish to 700 parents, asking if they would take advantage of free school buses to transport their youngsters to another school for full-time instruction. Only about 15 percent agreed.

Six Accept Offer.

In an overcrowded Harlem school, hundreds of Negro parents were notified that 40 of their children could be taken to a school in Inwood, Manhattan, with adequate facilities. Six took up the offer.

Superintendent of Schools William Jansen and President Charles H. Silver of the Board of Education say there is no basis to fears that children will be transported long distances or that the neighborhood school concept will be abandoned.

On Feb. 28 the board formally approved in principle two reports from its Commission on Integration. The reports urged that the schools be zoned in the interest of better racial balance and that experienced teachers be moved into problem schools.

The reports stated that "implementation of the recommendations . . . be exercised by the superintendent of schools and his asosciates." Because some parts of the report were subject to more than one interpretation, the board reserved the right to interpret them as it sees fit.

Later statements by Mr. Jansen and Mr. Silver—stressing that they are describing the integration picture as of now, subject to possible change in the distant future—have made these points:

● There will be no bus transportation of children because of color.

● All transportation, "now as in the past, is either to transport a child who lives far from the nearest school or to relieve overcrowding and to make better use of school buildings."

● Re-grouping will be confined largely, if not entirely, to neighborhoods already made up of mixed racial groups. White children will not be sent to predominantly Negro areas or vice versa. Thus the integration program will have no immediate effect on schools in areas where the population is nearly 100 percent Negro or white.

● The neighborhood school will remain "the backbone of the school system." New schools, however, will be located in fringe areas, as far as possible, so that their enrollment will come from Negro, white and/or Puerto Rican sections within reasonable walking distance.

However, the integration fight is by no means over. A group of Queens parents attended the Feb. 28 Board of Education meeting and threatened to file lawsuits if the integration program is carried on in what they regard as an unsatisfactory manner.

Tomorrow: How the new school boundary lines will be drawn.

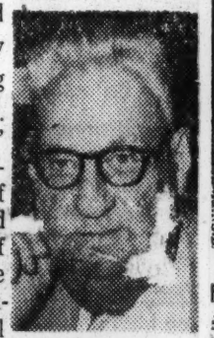
BY REP. LOCKE

Bill To Outlaw Teaching Of Mixed Classes Studied

By DON McKEE
Advertiser State Editor

A bill to make the teaching of unsegregated classes in Alabama public schools a criminal offense may be introduced in the current session of the Legislature.

Perry County's Rep. Judson C. Locke Sr. said yesterday he is considering such a measure.



LOCKE

"Judge" Locke, a two-time veteran of both houses, said the purpose of the bill would be "to maintain peaceful and harmonious relations between the races."

The bill would be designed to allow the state to exercise its police powers to keep order, peace and harmony between the races, Locke said. The "police power" provision would, therefore be invoked to maintain segregation since integration would cause disorder and disrupt the peace, Locke reasoned.

"The word 'segregation' would not be mentioned," the 67-year-old Marion legislator said. "And the measure would apply to Negro teachers as well as white."

Locke said he believed if teachers were made subject to a fine for teaching unsegregated classes, integration would be deterred.

"When I'm convinced it's workable and constitutional, then I'll introduce it," he said.

As to the constitutionality of the proposed measure, Locke said "if we had a normal Supreme Court up there (in Washington), I wouldn't be too concerned about it." He termed the present Supreme Court "a bad situation."

Locke has served under five governors. He has served two terms in the Senate, in 1935-39 and 1951-54. He served in the House two terms, 1939-43 and 1941-45.

Rep. W. L. (Doc) Martin of Greene County yesterday introduced a bill to provide better treatment and care for tuberculer patients in state prisons.

The measure would allow the health officer to receive funds from the state's appropriation for tuberculosis cases.

MARTIN

"It would give TB patients in prison the same care, food and medicine available for other such patients," Martin said. He said there are at present about 52 TB patients in Alabama prisons, the men at Kilby Prison and the women patients at Julia Tutwiler Prison.

Martin said his measure is designed to "help cure prisoners who might go out and spread TB." He said the prisons are providing some treatment and care but need more medicine and special foods.

Those School Petitioners

Mont. Birm. Ala.

At last there have come formal requests from some Negro parents that the Birmingham Public Schools discard its two-type system of training. Here is action both commendable and courageous, because it seems to be the initial step looking toward cleansing our public school system of those dignity-robbing discriminations.

Wed 8-28-57

We think that our public school officials should have already begun to make plans for the adjustment necessary to bring our tax-supported schools in line with the new standard. Meantime our public officials could serve a useful and constructive purpose in trying to help enlighten the public on the change-over which is on its way. Condemning assertations must never be mistaken for constructive action.

P. 6 1409

It is reported that four of the families who joined with five other families in petitioning our school officials to rid the public schools of those depriving discriminations no longer seek that goal. They are quoted as not being clear on what their actions meant. Perhaps they changed their minds; maybe they really did not know. Yet it is no reflection upon them to withdraw their names if they do not want their children to have the full opportunity as defined by the United States Supreme Court.

It is out of point at this juncture to discuss improved schools, except where applied to the single-situation school system. Nor is it pertinent to bring up social tensions except in the context of making plans to re-shape the public schools system along the lines of the new yardstick. State laws, local rules, and prevailing opinions must yield to the highest law of the land. The laws of creation are also on the side of integration.

Let school integration have its legal, logical, natural, noble and American way. Our faith is not so shaky that we could believe that the patriotic, law-loving, court-honoring and decent-minded citizens of this city would give up their cherished public school system in a blind, emotional and spiteful attempt to thwart democratic growth. Birmingham is a maturing city full of realistic democratic promise. Reality is on the side of vital change, not vagrant conformity.

If the dual school system is abolished as a means of defeating the clear goals of the integration petition, that would be hateful negativism and ignoble defeatism at its worst. Such a backward step would be unworthy of our generation, of our public leaders and of our highly-rated educators. Yet it is hard to believe that our really influential thought-makers and the power structure would stand by and permit our valuable schools to be lost to bigotry.

Should such come; if that must be the awful price of change, it nonetheless would be a dangerous, irresponsible, horrible step backward, chargeable to our times and our prejudices.

Ending the public schools in a desperate and lamentable effort to save a system which has never been right; which always has been unfair, would not end the fight for school integration. For hopeful, God-obeying, inspired spirits could always look to a wiser, more sober, more sensible and more friendly new generation to rebuild our public schools to a blueprint based upon the decision and directive of the United States Supreme Court in the field of public education.

We conceive it to be the mission and duty of democracy's public press to work for the advancement of all without demeaning any.

That we remain faithful to that mission means that we must find ourselves walking shoulder to shoulder, suffering and struggling, and sharing the fate, whatever it may be, of those who want all of our children to have nothing less, at this time and all time, to have what is theirs under the constitution of this nation. We call on those of goodwill to help build understanding. We urge the moral leaders to make themselves heard on the side of change. Let there be open-minded discussion of ways and means of transforming our public schools system to meet the new standards.

Thirty-Five New Teachers Added To Jeffco Schools

World Sat. 8-17-57 P1

B'ham, Ala.

Thirty-five new teachers have been added to the Jefferson County Public School System.

Dr. E. Paul Jones, director of the Division of Negro Schools for Jeffco Public Schools, said the appointees come from 10 different colleges and have been assigned to 18 different schools. He added that 12 of the appointments represent new positions to relieve overcrowded conditions.

1409

Appointed were: (from Alabama State College 8—Miss Sylvia Faye Price, 4th grade, Ketona; Miss Gerethie Cameron, library, Hooper City; Mrs. Mary Howard, library, Rosedale; Miss Johnnye Mae Watson, 1-3 grades, Virginia Mines; Mrs. Juanita J. Vann, 5th grade and music, Pipe Shop; Miss Pauline Smith, 7th grade, Roosevelt, and Otis Holmes, social studies, Wenonah High.

Alabama A & M 3 — Miss Inez D. Davis, science, Hooper City High; Miss Artha Mae Spence, 1st grade, Hooper City High; Miss Jesterina Harris, science and math, Ketona.

Miss Ruth Whitehead, Knoxville College, 3rd grade and music, Adamsville.

Miles College 12—Mrs. Elizabeth Howard, 4th grade, Robertstown; Miss Harriett Morgan, 7th grade and music, Pipe Shop; Mrs. Mildred Bryant, 3rd grade, Docena; Mrs. Thelma Gardner, 1st grade and music, Old Jonesboro; Miss Agnes Parker, social studies, Wenonah High; Miss Odessa Pitts, 7th grade and music, Dolomite; Mrs. Eugenia Boone, registrar, Praco High; Miss Betty Palmer, 2nd grade, Alden; Mrs. Fannie Searcy, physical education, Rosedale; Miss Bettye Foreman, physical education, Wenonah High; Mrs. Mary Cooper, 5th grade, Rosedale High, and Miss Mary Frances Hudson, 5th grade, Warrior.

Miss Constance Edwards, Prairie View, English, Wenonah High.

Spelman College 3—Miss Georgia Prince, 1-3 grades, McCalla; Mrs. Retha Hawkins, 2nd grade and music, Mulga; Mrs. Ruth Crowell, music and art, Wenonah High.

Talladega College 3 —Miss Kathryn Finch, 3rd grade and music, Robertstown; Mrs. Vanzetta Bowie, physical education and English, Brighton High; Miss Iola Taylor, physical education and science, Brighton High.

Miss Barbara Lindsay, Tennessee State University, 2nd grade, Irondale.

Tuskegee Institute 2—Jerry Coleman, industrial arts, and Mrs. Mildred Dickerson, homemaking, both to Brighton High.

Clinton Moseley, Jr., Xavier University, science, Moton High.

The system's Teachers' Conference Institute is scheduled for Thursday and Friday, August 29-30 at Hooper City High School Sayreton. Schools will hold their building meetings September 3 and students will start to school September 4.

Legislators target, too—

Absentee-held business attacked by school chief

Birm. Ala. News P. 9

MONTGOMERY, Ala., Sept. 26 —(AP)—Absentee-owned and partially absentee-owned corporations were blamed yesterday with blocking a cost of living salary raise for teachers and a needed school building program in Alabama.

Dr. A. R. Meadows, state school superintendent, said these corporations continued to get "teacher's pets" treatment at the hands of Alabama legislators during the recent session.

He referred to a bill which a minority group of senators blocked which proposed to disallow deduction of federal income tax payments by corporations in figuring their state income tax payments.

This would have produced an estimated $8 million more a year for education and was to have been used for a teacher's pay raise and to underwrite a $10 million school building program.

Thurs. 9-26-57

"Some of Alabama's greatest industrialists favored H. B. 835, the corporation income tax bill," he said, "but the opposition kept the bill from ever coming up for a vote in the Senate."

Meadows said only four senators had announced they would vote against the House-approved bill.

"Since 1940 the percentage of total taxes paid increased on consumers from 27.8 per cent to 45 per cent but decreased from 11.7 to 11 per cent on business enterprises, even though corporation profits have greatly increased," Meadows said.

"UNLESS FUTURE legislators change the trend, Alabama youth will be denied the quality of education they need for survival and happiness or consumers will pay extra taxes to let corporations escape taxes through special exemptions.

"Alabama has had eight legislative sessions since the U. S. Supreme Court anti-segregation ruling, but no school building program has been provided to help maintain segregation. Unless something is done, our epitaph could read:

"Midget-minded minority maneuvering mocks majority action for segregation and the youth of Alabama."

Meadows said a former Jefferson County school superintendent, N. R. Baker, once told him, "Alabama was then the last great stronghold of absentee-owned corporation control and that a hard fight would be waged to block being taxed to support education."

"This prophecy came true again Friday, Sept. 13, 1957," he said, "when the Senate refused to even vote on House Bill 833."

Meadows predicted this prophecy will continue true as long as Alabama elects legislators who will continue to make corporations "teachers' pets" by giving them full exemption of the 3 per cent sales tax on machinery purchased for production, exemption of federal income taxes in the state income tax, and certain exemptions of ad valorem property taxes for 10 years—exemptions that deprive the schools of over $22 million a year.

The school official blamed the absentee owned corporations and their spokesmen through the Associated Industries of Alabama, the State Chamber of Commerce and several Alabama newspapers for defeat of the corporation tax bill.

A spokesman for the State Chamber of Commerce said the organization had no comment on the school official's statement "at this time."

A Negro Educator For The School Study

Advertiser p. 3-A
Montgomery, Ala.

By Bob Ingram

THERE was some undeserved eyebrow raising when Gov. James E. Folsom appointed Dr. J. F. Drake as a member of the Alabama Education Study Commission. Sun 9-15-57

INGRAM

Dr. Drake is a Negro, the only member of his race named to the 21-member commission which will make a detailed probe of the problems of education.

It is doubtful that there are many men in Alabama better equipped or more deserving to serve on this important commission than Dr. Drake. For 30 years he has served as president of Alabama A. & M. at Normal. It's doubtful any man could have gotten so much out of so little.

Dr. Drake is held in the highest regard by members of the Alabama Legislature, before whom he has appeared on occasions submitting budget requests. Not once has he been known to pad his budget. He asks for what he needs and nothing more. The Legislature appreciates this. It is an oddity.

Cornell Alumnus

BORN 65 years ago at Auburn, Dr. Drake received his bachelor degree from Talladega College, his master's from Columbia University and his doctorate from Cornell University.

Dr. Drake will be a valuable asset to the commission.

At the time of the apopintment of Drake the governor also named two other members to the commission—Dr. David Mullins, executive vice president of Auburn, and Mrs. George Yarbrough of Wedowee, a veteran school teacher and the wife of the state senator by the same name.

Mullins will also make a valuable contribution to the commission. His experience at Auburn will help, and also to his advantage will be his night-and-day work with the Legislature this summer.

Mrs. Yarbrough will bring the women's view to the commission, plus that of the school teacher. In addition, her appointment will tend to ease a senatorial sore spot.

Sen. Yarbrough had opposed consideration of the Lackey-Edwards bill, finally agreeing to let it come up for a final vote on the promise he would be elected to the commission. Unfortunately the Senate failed to keep the promise. After the bill was brought up and passed Sen. Yarbrough was rudely defeated in his bid for election to the commission.

An effort was made to get around this embarrassing predicament by authorizing two more members to the commission, one to be appointed by the Speaker of the House, the other by the Lieutenant Governor. But the House refused to go along, leaving the senator out in the cold. His wife's appointment will ease the pain.

Full Representation

WITH ALL 21 seats now filled it is apparent that sponsors of the bill—Reps. Rufus Lackey and Jess Edwards of Birmingham—could not have hoped for a better commission.

Industry, labor, education and the public are well represented. This outstanding group is scheduled to meet here soon to elect a chairman and get down to work.

As finally elected, here is the make-up of this important group:

Legislative members—Reps. Virgis Ashworth of Centreville, Joe Dawkins of Montgomery, Hugh Kaul of Birmingham, McDowell Lee of Clio and Hugh Merrill of Anniston; Sens. Lynchmore Cantrell of Tuscumbia, E. O. Eddins of Demopolis, Joe Smith of Phenix City and Herman Vann of Huntsville.

District members—Clifton B. Gillmore, Grove Hill, 1st District; Earl Pippin, Montgomery, 2nd District; H. B. Larkin, Elba, 3rd District; Hugh Comer, Sylacauga, 4th District; Tom Russell, Alexander City, 5th District; Hayse Tucker, Tuscaloosa, 6th District; G. T. Walker, Kennedy, 7th District; Howell Heflin, Tuscumbia, 8th District; Mervyn Sterne, Birmingham, 9th District.

Education members—Dr. Drake, Dr. Mullins, Mrs. Yarbrough.

A Jittery Folsom

GOV. FOLSOM was a nervous, ill at ease man when he met with the press Tuesday to hold forth on matters of race in general and emasculation in particular.

He had arrived at his office only moments before summoning the press, and it could have been the drive from the Mansion to the Capitol which shook him up.

For reasons unknown he was transported to his office in the state car assigned to the personal use of Winston Craig, gubernatorial chauffeur and gasoline station owner (Standard Service Station, 801 High St.)

Winston's car is a Ford, but with all its roominess it still didn't quite meet the physical requirements of the king-sized governor of Alabama. Folsom was a bit cramped.

He was still cramped when he sat down to face the press corps. This delegation was not long in sensing Folsom's unrest. It was evident by his appearance. He had on his bifocals.

Folsom was given a glasses-for-reading sentence by his doctor months ago. ("You'll be wearing them too when you reach 47," quipped the doctor.) The governor has complied with the doctor's orders, but seldom is he seen wearing any of his glasses—he has three pair—in public.

In all honesty, Folsom is wise not to wear his glasses publicly. Somehow they just don't look right on him. They give a scholarly

appearance, the worst possible thing which could happen to him politically.

Admittedly Folsom wasn't long in removing his glasses at the press conference. But before depositing them in his coat pocket he used them as best he could to conceal his nervousness. Some of these fidgetings were caught by Advertiser Chief Photographer Joe Holloway as seen in the accompanying photographs.

Other than fiddle with his glasses, and later with the dark maroon suspenders he was wearing, Folsom had little to say that he hadn't said before. Apparently the purpose of the conference was to reassure the people of Alabama that their governor was on the job preserving segregation.

The Confederate Folsoms

HE DID take the time, however, to expound on the role played by the Folsom family in the Civil War, a role not heretofore given its just recognition.

Folsom brought up the family historical data when asked to comment on the actions of his square-dancing buddy from Arkansas, Gov. Orval Faubus. (At the Point Clear Governor's Conference two years ago Gov. Faubus called a round of square dancing in near professional style, his performance coming shortly after Folsom had led the congregation in a rendition of "On Top of Old Smokey.")

Folsom backed off from comment on Faubus, but did observe that the last time the National Guard and the federal government clashed it brought on the Civil War.

"I'm opposed to Civil War or bloodshed, my family had a belly-full of it," Folsom declared, warming to the task. "Five uncles of mine were in that war, but none of them even had slaves. What they did have they had sold before the war."

"All of them got killed but one, and he was wounded," Folsom continued. "And they weren't none of them sword-waving generals who got all the glory; they wuz privates and sergeants. Yessir, we got enough of that Civil War."

He later referred to his Confederate relatives as "great uncles" which from an element of time seems more reasonable.

Folsom Names 3 Educators To Study Body

Advertiser
Montgomery, Ala.
Fri 9-13-57
p. 2-A

Gov. James E. Folsom yesterday named three educators—one a Negro college president—to the Lackey-Edwards Educational Study Commission.

Named by the governor as his appointees to the board were Dr. David Mullins, executive vice president of Alabama Polytechnic Institute, Auburn; Mrs. George Yarbrough of Wedowee, wife of Sen. George Yarbrough and a teacher in the public schools there, and Dr. J. F. Drake, president of Alabama Agricultural and Mechanical College, Normal, a Negro college.

The appointments completed the membership of the 21-man group which is to make a study of school needs in the state. The legislature has appropriated $50,000 for the study, which is to be completed before the next legislative session.

MEMBERS ELECTED

Four members of the State Senate and five members of the House of Representatives already had been elected by their colleagues to serve on the study commission. Also already named were nine laymen elected by legislators from each of the state's congressional districts.

The appointment of Mrs. Yarbrough came as an obvious token of appreciation on the governor's part for Sen. Yarbrough's work for education in the Senate.

Yarbrough, an independent in the Senate, permitted final approval of the study group by amending a bill setting it up to provide for three educator-members.

POCKET VETOED

The Lackey-Edwards bill, which set up the commission, first passed both houses of the Legislature in 1955, but was pocket vetoed by Gov. Folsom. In its original form, it provided that no representatives from education could serve.

In the filibustering Senate two weeks ago, Yarbrough won his

amendment, then permitted the bill to pass without objections. The bill provided that while the governor could name three educators, he could name none who holds elective office.

Nine lay members of the commission elected by the Legislature last week are Clifton B. Gilmore of Grove Hill, Thomas D. Russell of Alexander City, Hayse Tucker of Tuscaloosa, Hugh Comer of Sylacauga, Earl Pippin of Montgomery, H. B. Larkin of Elba, Howell Heflin of Tuscumbia, G. T. Walker of Kennedy and Mervyn H. Sterne of Birmingham.

The House elected Reps. Hugh Kaul of Jefferson, Hugh Merrill of Calhoun, Joe Dawkins of Montgomery, Virgis Ashworth of Bibb and McDowell Lee of Barbour to the group.

Chosen as the Senate members were Sens. Joe Smith of Russell, Herman Vann of Madison, E. O. Eddins of Marengo and Bart Cantrell of Colbert.

which will direct and coordinate work of making a long-range study of Alabama's public education financial needs and other problems, has several persons under consideration for the executive secretary post. The job will pay $7200 a year.

CHAIRMAN DAWKINS has advanced a plan for enlargement of the study commission to include at least 45 more "outstanding" citizens from throughout the state.

"We want each district of this state to be alerted to the actual needs and problems of education in a specific way," said Dawkins.

Each of the nine congressional districts already is represented by both legislators and business men on the commission. Also serving are three educators named by Gov. James E. Folsom.

School study group to meet here Thursday

News, B'ham, Ala, Sat, 10-19-57

BY FRED TAYLOR
News staff writer

MONTGOMERY, Ala., Oct. 19—Executive committee members of the Lackey-Edwards school study commission will meet in Birmingham Thursday to consider employment of a full-time executive secretary and push plans to get the survey group to work.

As indicated earlier, Mervyn H. Sterne, Birmingham investment banker, and C. B. Gillmore, Grove Hill attorney, were chosen to complete the six-member executive committee.

OTHER FOUR MEMBERS named earlier by the 21-member commission are Rep. Joe M. Dawkins of Montgomery, chairman; Thomas D. Russell of Alexander City, vice chairman; Rep. Hugh Kaul of Jefferson, and Dr. David Mullins, executive vice president of Alabama Polytechnic Institute at Auburn. Chairman Dawkins said the group would meet in Sterne's office.

The executive committee,

14d(1) 1957

Alabama Lawmakers Whip Up More Segregation Safeguards

Journal + Constitution Jan 1-6-57

Atlanta, Ga. P. 5-E

Prepare to Introduce Measures At May Session of Legislature

By FRED TAYLOR

Staff Writer, The Birmingham News
Special to The Atlanta Journal-Constitution

MONTGOMERY, Ala., Jan. 5—Another batch of segregation bills designed to help maintain separate schools for white and Negro children in Alabama is being drafted for introduction the first day the legislature meets in regular session four months from now. The house and senate go back into session at noon May 7.

Spurred on by the constant threat of the U.S. Supreme Court decision, at least a dozen lawmakers are whipping measures into shape to block any classroom integration in this state.

One of the most vital of these will spell out enabling legislation to put into effect the Boutwell "freedom of choice" amendment ratified overwhelmingly last year by the voters.

Jefferson Sen. Albert Boutwell, chief sponsor of the amendment, is one of a group of legislators now busily writing an enabling act for that constitutional change.

Helped By Committee

And they are being aided by a special committee assigned by the State Bar Assn. Some of these same topflight lawyers, including Birmingham's Joseph F. Johnson, helped draft the "freedom of choice" amendment.

Other legislators who helped Sen. Boutwell draft and hammer through the measure were former State Sen. J. Miller Bonner of Wilcox, former State Sen. Herbert Byars of Hale, State Reps. Ira Pruitt of Sumter and Bob Kendall of Conecuh, and former State Rep. Jack Gallalee of Mobile. All except Kendall is an attorney. Kendall is an able businessman and legislative veteran.

This enabling act, which will have to be approved by the house and senate and signed by Gov. James E. Folsom, is being designed to give county and municipal boards of education as much power as possible to continue the historic Southern pattern of race separation in Alabama's grade and high schools.

The "freedom of choice" amendment was one of two new laws put on the books in Alabama during the present administration.

Boards Given Power

The other was the school placement act, which granted unprecedented authority to local school boards in assigning students to schools.

Incidentally, Gov. Folsom, who came under heavy fire for not showing enthusiasm for the segregation measures, signed the placement bill, which was a statutory enactment. The governor was not required to affix his signature to the Boutwell "freedom of choice" measure, which was a constitutional amendment.

Neither mentions the word "race," but both were designed

ALABAMA

to help keep Negroes out of white schools, regardless of the high court's integration decision.

Enabling legislation for the "freedom of choice" amendment will be written to implement authority of local and state school officials to prevent any child in Alabama from being compelled to attend a mixed school.

Even so this amendment actually authorizes the legislature to set up a three-way public school system by providing for all-white, all-Negro or mixed schools.

Abolition Included

It also would permit the abolition of the public school system in any county, if tension and strife became so acute as to make this necessary.

Sen Boutwell and other sponsors say they hope this never becomes necessary.

One of the new bills expected to be introduced in both houses the day the legislature is reconvened would be aimed at keeping Negro students out of white colleges, such as the University of Alabama, Alabama Polytechnic Institute at Auburn and Alabama College at Montevallo.

The two recently enacted laws on Alabama's books seek only to prevent mixing of white and Negro children in grade and high schools.

University of Alabama trustees have under consideration a resolution to tighten entrance requirements for Alabama students. Neither the university nor any of the other state-supported colleges is required to accept out-of-state students, although both Alabama and Auburn have a large number of out-of-staters.

But some observers believe the university trustees will await action by the legislature. State Rep. Charles W. McKay Jr. of Talladega, who defeated Gov. Folsom last year for election as Democratic national committeeman, introduced such a bill early in 1956.

He agreed to hold it up for further study. But the Talladega lawmaker is revising his bill for introduction again next May. Its provisions are patterned somewhat after requirements in the Georgia University System to require recommendations from graduates of a college, plus other affidavits as to character, fitness and citizenship, before a boy or girl is admitted as a stude it.

ALABAMA

Girl, 12, Returns To Negro School; Loses White Bid

Advertiser Montgomery, Ala. Jan. 5-57

MOBILE, Ala., Jan. 4 (AP)—A Negro girl dened admission to a white school last fall was enrolled in a Negro public school today.

Carrie Mae McCants, 12, described by a white woman as her foster daughter, is in the eighth grade at the school.

The woman, Mrs. Dorothy Daponte, member of a prominent Mobile family, had asked the Mobile School Board to admit the girl to an all-white school in September. The school board turned down the request.

Mrs. DaPonte later said she had accepted an offer of legal aid from a Negro group but there were no further developments. The group was not named.

Mrs. DaPonte, a widow, said she has raised the girl since she was six but had not legally adopted her. She said Carrie Mae was the daughter of a servant who formerly worked for her.

The youngster attended Negro schools here and then studied in Europe two years before returning to Mobile last Spring with Mrs. DaPonte.

'LIKE TEARING DOWN HOUSE'

State Private School Plan Called Peril To Education

Advertiser Montgomery Ala. Thurs. 4-11-57

By LYNNE BRANNEN
Associated Press Staff Writer

Those who suggest so-called private school plans to preserve racial segregation propose a remedy that "could do more harm than good," an Alabama educator said yesterday.

"We can't solve the school dilemma in any respect, financially or racially, by running away from it," Dr. A. R. Meadows, state school superintendent, said in an interview.

"To abolish the public school system in favor of private schools," he added, "would be like tearing down a house to put out a fire in the cellar."

State Rep. Gregory Oakley of Wilcox County said this week he plans to sponsor a bill in this year's Legislature to do away with public schools, if necessary, to keep segregation.

While he didn't mention Oakley's proposed bill, Meadows said "the danger of private school plans is that they could destroy our system of education, including the legitimate private schools."

"Alabama can't afford to destroy something good to counteract something the majority of her people aren't going to accept anyway," the school leader said.

"I am convinced that an overwhelming majority among both races want to continue our present system of segregated schools and feel that it is to the best interest of everyone." P. 2-A

Meadows said many educators and legal authorities are of the opinion that establishment of a statewide system of private schools might bring "all our schools," private as well as public, under the U.S. Supreme Court's 1954 decision outlawing segregation.

"If a court test were made," he said, "it could mean that our private schools and colleges which are tax exempt would also be ordered to open their classes to students without regard for race."

The school superintendent said that regardless of the Supreme Court decision, he is confident state officials can devise some means to continue to operate public education" as a majority of our people desire."

"Our government hasn't yet become a government controlled by minorities despite the success some groups have had in making their voice heard in Washington," he commented.

Meadows pointed to a paper prepared recently for the Southern Regional Council by Cecil Sims, a Nashville, Tenn., attorney to support his theory on private schools.

Sims handled the legal work in connection with the regional education compact approved in 1949 by 14 participating Southern states to provide for professional technological, scientific, literary and other specialized training.

While it doesn't single out any race, the educatonal facilities were intended primarily for students who seek specialized training not available in their own states.

Meadows called attention to this comment by Sims in the paper:

Any so-called private school system devised in an effort to avoid the requirements of the segregation decisions supported by public funds in the form of grants or subsidies to parents of school children will be a transparent subterfuge and as such will be held subject to the requirements of the 14th Amendment.

"Anyone holding a contrary opinion will do well to read the recent opinion of the U.S. Supreme Court in Terry vs. Adams, in which the Court held that private Anglo-Saxon clubs in Texas, which called themselves 'jaybird associations' and which were organized to control the selection of nominees for county officies, violated the constitutional rights of Negroes who were excluded from membership even though these associations operated exclusively with private funds."

Including Private School Provision—

Oakley Will Push Segregation Bills

BY CLARKE STALLWORTH

A bill which could transform individual Alabama public schools into private schools is being considered by State Rep. Gregory Oakley of Pine Apple.

Three bills would be required, Oakley said.

"The first bill gives the school boards the . . . authority to discontinue any public school upon the request of the majority of the patrons of that school without mentioning race or without affecting any other school under their jurisdiction.

"The second bill gives the board the authority to lease the buildings and equipment to a private school corporation, which may be set up under existing laws.

"The third bill gives the board the authority to contract with the private school corporations to teach students, similar to the present contract with Tuskegee Institute.

"In my opinion, these bills will do the job without abolishing the public school system as it affects only individual schools and the proceedings are instituted by individuals.

"As such, they could not be held to be a concerted effort of a state government to circumvent the infamous Supreme Court ruling."

SEGREGATION BILLS— State Rep. Gregory Oakley of Pine Apple.

Oakley said he planned to introduce these three bills in the coming legislative session, along with some others.

"I also plan to re-introduce my bill that would take away the merit system and teacher tenure benefits from members of the NAACP or affiliated organizations.

"I also plan to introduce a bill requiring the tax assessors to notify parties of double assessment on real estate. Also a bill to outlaw common law marriages in Alabama, and a bill that will increase the local effort in financing our schools."

Dr. Meadows Opposes Private School Plans

Proposed Change 'Could Do More Harm Than Good,' Says Superintendent

MONTGOMERY, April 10 (AP)—Those who suggest so-called private school plans to preserve racial segregation propose a remedy that "could do more harm than good," an Alabama educator said today.

"We can't solve the school dilemma in any respect, financially or racially, by running away from it," Dr. A. R. Meadows, state school superintendent, said in an interview.

"To abolish the public school system in favor of private schools," he added, "would be like tearing down a house to put out a fire in the cellar."

State Rep. Gregory Oakley of Wilcox County said this week he plans to sponsor a bill in this year's legislature to do away with public schools, if necessary, to keep segregation.

While he didn't mention Oakley's proposed bill, Meadows said "the danger of private school plans is that they could destroy our system of education, including the legitimate private schools."

"Alabama can't afford to destroy something good to counteract something the majority of her people aren't going to accept anyway," the school leader said.

"I am convinced that an overwhelming majority among both races want to continue our present system of segregated schools and feel that it is to the best interest of everyone."

Meadows said many educators and legal authorities are of the opinion that establishment of a statewide system of private schools might bring "all our schools," private as well as public, under the U. S. Supreme Court's 1954 decision outlawing segregation.

"If a court test were made," he said, "it could mean that our private schools and colleges which are tax exempt would also be ordered to open their classes to students without regard for race."

The school superintendent said that regardless of the Supreme Court decision, he is confident state officials can devise some means to continue to operate public education" as a majority of our people desire."

Segregation—

Schools Seen In Supreme Test

SELMA, April 10 (AP)—Circuit Judge James A. Hare last night said that the next 10 years must be dedicated to "survival rather than improvement of our school systems."

Hare addressed a meeting of District Two of the Alabama Education Assn. It includes Marengo, Dallas, Lowndes, Butler and Wilcox Counties.

"Public education at best is but a compromise of interests as diverse as the partons of the schools and that compromise is further conditioned and shaped by the teachers and education leaders as such," Hare said.

"I do not believe it can survive any attempt at racial integration."

"Here let me say I sincerely deplore the efforts in some of our churches to give color of religion or morals to the problem of segregation," he added.

"To me segregation is solely a social problem and to color it with religious or moral overtones is but to confuse and obscure the issue."

Private School Integration By Court Order Predicted

Alabama's state superintendent of education said yeaterday the U.S. Supreme Court seems headed for an ultimate decision outlawing racial segregation in private as well as public schools.

Dr. A. R. Meadows made his prediction in commenting on the Supreme Court decision which held segregation unlawful in a Philadelphia college which is financed by private funds.

DR. MEADOWS

And because the possibility that the ruling may in time be extended to other private schools, Meadows warned in an interview that any further legislation aimed at abolishing the public schools could "speed up integration instead of delaying it."

The high court said in its ruling yesterday that Negroes cannot be excluded from Girard College in Philadelphia as long as the will which created this school is administered by public officials.

Meadows interpreted the ruling as a step toward an ultimate decree forbidding segregation in other private schools, especially if Alabama or another state endeavors to substitute them for public classes.

Alabama voters have already adopted a constitutional amendment giving the Legislature the right to do away with the public school system.

Without referring specifically to that amendment, the superintendent said the enactment of new laws could hasten integration because they "blanket everything covered in the laws."

Although vested with the authority, the Legislature would have to take specific action before it could abolish public schools.

Meadows said existing private colleges are exempt from state taxes and could be construed as functioning under control of the state for this reason. And if the Supreme Court decided they were agencies of the state, he said, it might well rule they cannot segregate white and Negro students.

The same rule would apply to any program where private schools were financed by grants of state funds or where students were paid "fees" out of tax revenue to attend private schools.

Meadows said Alabama's hope of preserving segregation lies in the already enacted school placement law which gives broad discretion to local boards, and in "our white people influencing the Negroes to go to their own schools."

cause we don't know who they will attack next. It could be you or me. That attack in Birmingham was the most savage thing I ever have heard of and we must get rid of these splinter groups and extremists."

At a press conference yesterday, Folsom said he would call out the National Guard to quell racial disturbances only as a "last resort."

The governor also said he would use plain clothesmen and the State Highway Patrol before calling out the Guard, and only then at the request of local officials.

Folsom also referred to the brutal sex mutilation of a feeble-minded Birmingham Negro last week. Six white men kidnapped Aaron Judge, 34, following a Ku Klux Klan meeting, "completely emasculated" him and poured fiery turpentine into the wounds.

No Integration Crisis, Folsom Tells State

'Says Not A Single Federal Suit Impends; Reassures Those Jittery'

BY DONALD F. MARTIN
United Press Staff Writer

MONTGOMERY, Sept. 11 — Gov. James E. Folsom said today he has received several letters that indicate "some of our folks are getting jittery and hysterical about the segregation problem."

Folsom said one of the letters petitioned him to call out the National Guard "to halt all integration threats and prevent mob violence."

"Most of the letters praised Gov. Orval Faubus of Arkansas," the chief executive said, "and all of them were against the castrationists."

Folsom said, in a telephone call to United Press, "I want to explain and reiterate that Alabama does not have a single integration suit in any federal or local court and that there will be no integration in Alabama during my term of office.

"The People of Alabama have nothing to worry or get hysterical about. All the trouble is in the other states, not in Alabama.

"There is no court suit in any of the 3000 school districts and if there ever was any move to integrate it would have to be done district by district through all 3000."

Folsom said "the situation in Alabama is excellent. We are in good condition and I am proud of it.

"I pledged during my campaign to work with Negro leaders and strengthen co-operation between the races on a statewide and local level," Folsom added. "I believe this is responsible for the excellent situation we now have in Alabama.

"The only thing I worry about is these castrationists be-

7 Families Stand Firm

BIRMINGHAM, Ala. — Despite threats, seven Negro families remained firm in their integrated schools demand which hit Birmingham's "way of life" like a mental A-bomb.

With segregation leaders heatedly denouncing the integration pleas forwarded under the direction of the Alabama Movement for Christian Rights, the city's Board of Education indicated that it will formally consider the plea on Sept. 6.

This action will be two days after Birmingham's school registration for the 1957-58 school term.

The petitioners want 13 children placed in integrated schools this term.

Birm'gham gets mixed school plea

BIRMINGHAM, Ala. — "It's their privilege to resist the petitions we have signed for the right to send our children to schools of our choice.

I hope they will be as orderly in resisting as we will be in persisting. We want community goodwill, the friendship of the white man and peace, but we cannot forever be tools in his hands to be handled as he sees fit."

With those statements the Rev. F. L. Shuttlesworth, president of the Alabama Christian Movement for Human Rights, told the AFRO Saturday that his group intends to "go all the way' in pressing for an end to segregation in this city's public schools.

* * *

THE NOTED MINISTER had reference to a petition signed by parents of 13 colored children seeking entrance to specified white elementary and high schools here.

Since the petition was signed, four of the nine parents who signed indicated they would withdraw their requests for integration of their children into the white schools.

"We're not interested in making headlines," the Rev. Shuttlesworth emphasized. "We want to make progress."

"It seems to me that much of the judicial and legislative power here is trying to arrest the forward progress of colored people, but rather than give in, colored persons are willing to move to the attack of segregation.

"SINCE THE 1954 U.S. Supreme Court mandate outlawing segregation in public schools in the nation, nothing has been done here to comply with that order.

"We are now and have always been ready and willing to discuss this matter with the proper officials. We are again making a request for the children to be admitted to all schools on a non-discriminatory basis.

'We cannot long delay the educational opportunities for children by aiding the wrong and unnecessary practices of segregation."

Rev. Shuttlesworth is one of of the nine parents who signed the petition asking immediate integration of public schools in this city. Schools listed in the petition are the Phillips and Woodlawn high schools and the Graymont elementary school.

In his petition, the renowned cleric asked that his two daughters be admitted to the Phillips and Woodlawn high school.

Of the four persons who have indicated that they will withdraw their petitions, the Rev. Shuttlesworth stated, 'There are always those that will do that, but I'm sure that all of them won't withdraw."

* * *

HE SAID HE had received a letter from L. Frazier Banks, superintendent of schools here, acknowledging receipt of the petition, and stating that it would be taken under consideration at the next school board meeting which is scheduled for September.

Both City Commissioner Robert Linbergh and Commissioner-Elect Eugene Connor have stated that any attempts for school integration will be resisted.

The Rev. Shuttlesworth replied to this, "It's their privilege to resist. I hope they will be as orderly in resisting as we will be in persisting."

* * *

"WE'RE NOT GOING to have any integrated schools in Birmingham period. If Shuttlesworth would tend to his preaching and stop trying to stir up trouble among the races, it would do his race a lot of good," shouted Connor when he learned of the integration petitions.

To that the soft-spoken minister quipped, "That's just what I'm doing — tending to my preaching."

"We're ..going ..to ..follow through with this," the militant clergyman asserted, addingn 'Anything this organization does, it's going to follow through with it.

"They're threatening to close down public schools here before permitting integration. To threaten such action makes these responsible seem like 'silly men'.

* * *

"WE HAVE ALREADY prayerfully considered our move and we're going to follow through to the end."

He declared,"I don't care to indulge in verbal gymnastics with Connor or anyone else. We're not interested in making headlines, we want progress. The future of our children must not forever be clouded by eternities of negations."

He said the Alabama Christian Movement for Human Rights stands ready to work with the city and school officials in making a prompt and reasonable start toward compliance with orders of the "highest court in the land."

We want community goodwill and the friendship of the white man, but we cannot forever be tools in his hands to be handled as he sees fit," Rev. Shuttlesworth pointed out.

Two of the parents that withdrew their petitions reportedly said they signed the petitions through a misunderstanding.

One man, Robert Hawkins, said he thought he was signing a survey of high school age children when approached by Rev. Shuttlesworth.

Two other mothers, Mrs.Annie M. Wilson and Mrs. Marie Armstrong said they thought the petition was an agreement to the effect that they would be willing to allow their children to attend an integrated school.

The fourth parents, Mr. and Mrs. Arnie L. Horton stated, "We understood perfectly what we were doing."

* * *

PUBLIC SCHOOL LAWS in this state have never been tested, although a number of petitions seeking the lowering of racial bars have been submitted to school boards in Jefferson County, Mobile, Montgomery Calhoun and Macon County, Ala.

The Alabama Legislature has enacted a law empowering school boards with authority to assign pupils to schools in an effort to maintain lily-white schools.

This state is one of eight Deep Southern states that have made no visible effort toward compliance with the U.S. Supreme Court public school desegregation decree of May 17, 1954.

* * *

SINCE WE ARE a country of lawful, decent and God-fearing citizens here and elsewhere we are bound by duty to work conscientiously toward good faith, compliance with the constitutional decree and directive of the U.S. Supreme Court," the Rev. Shuttlesworth declared.

"The Alabama Christian Movement for Human Rights is currently fighting three courts cases — one for the right of colored persons to take police examinations; a second for bringing about an end to segregated seating on city buses and a third for ending segregation in the Baldwin Railroad Terminal here," he stated.

The Rev. Shuttlesworth said the city has filed an answer to a Federal court case against segregated city bus seating, but the case would not come up before this fall.

Two of the organizations suits are in Federal courts and the third, the police examination case, is not.

* * *

"COLORED PEOPLE ARE willing to attack segregation because it will not destroy itself. We don't feel that we're fighting the white man, we feel that we're fighting for democracy."

He summed up his feeling this way;

"I am encouraged that three or four persons who signed the petition for school integration are going all the way. It's time for Birmingham to catch up with the rest of the nation.

"We expect an immediate reply to our request. In good faith the state and local school boards have been asked to end segregation in public schools."

The Rev. Shuttlesworth declined to predict what action would be taken should the petition be turned down.

File First School Suit In Alabama

BIRMINGHAM, Ala. — (INS)— The first formal move for integration of Alabama public schools has been made.

Petitions were filed in Birmingham to admit thirteen Negro children to the schools nearest their homes in September, on a non-segregated basis.

The petitions were filed in a registered letter to Jefferson County School Superintendent, Dr. L. Frazer Banks, and included the signatures of 18 Negro parents.

One of the principle signers of the petition was the Rev. F. L. Shuttlesworth, who, with his wife, requested his two daughters be admitted to an all-white high school.

Shuttlesworth is the alleged leader of a recent Negro integration-march on Birmingham buses. A case is currently in appeal by 21 Negroes involved in the incident, who were convicted of violating segregation laws.

Birmingham city officials said the new move came as a complete surprise. Most were certain the action would only "stir up trouble."

Police commissioner, Robert E. Lindbergh, a member of the school board, said:

"The move is ill conceived. It can't add anything to good race relations. I can't conceive of the idea that our schools will be integrated. We would have to resist any such move in every legal and peaceful way at our command."

Eugene Connor, who defeated Lindbergh in a primary election and will take the commissioner's post in November, said flatly:

"We are not going to have integrated schools in Birmingham, Alabama."

"If it means abolishing our schools, that will be done."

The prospective commissioner added:

"If Shuttlesworth would tend to his preaching and stop trying to stir up trouble among the races, it would do his race a lot more good."

Mayor J. W. Morgan of Birmingham said his opinion was that the move was not sponsored by "forward thinking."

"We have built and do maintain facilities," Morgan said, "for Negro citizens in education, recreation and other civic enterprises. I am certain nothing good can come of this movement. To the contrary, the fruit therefore, will be discord."

Would End Jim-crow Schools

Courier P. 3

2nd Integration Move in B'ham

Sat. 8-31-57 Pittsburgh, Pa.

BIRMINGHAM, Ala.—The second action to integrate schools here since the 1954 Supreme Court ruling has been begun by Negroes under the leadership of the Rev. F. L. Shuttlesworth, president of the Alabama Christian Movement for Human Rights.

The Birmingham Board of Education and other city institutions have indicated that the petition presented by Rev. Shuttlesworth and eight other families will be heatedly opposed.

Four of the Negro families who signed the petition, which was presented last Thursday, have removed their names from it.

Birmingham Mayor J. W. Morgan and the Birmingham News both said the "time wasn't right." The Mayor's strong words were that the action was not sponsored by "forward-thinking, civic-minded, loyal citizens of all races . . ." and would stir up "discord, discontent and unhappiness."

Rev. Shuttleworth's statement pointed out that "We . . . expect an immediate reply."

Other developments:

- Negroes in Rock Hill, S. C., planning to operate their own bus line.
- Ten Little Rock (Ark.) ministers asked local courts to void state's four new jim-crow laws.
- Mrs. Frances Sullivan of Shreveport, La., refused to move to a bus' "Negro section" and was arrested.
- Rev. Clifford Sheppard and another minister were beaten near Evergreen, Ala., when an accident for which they stopped to render aid was in reality a Ku Klux Klan rally.
- The Ku Klux Klan in Knoxville, Tenn., picketed the Tower Theatre in a protest against the interracial movie, "Island in the Sun."
- A deputy sheriff shot and killed a Sanford, Fla., Negro involved in a minor traffic accident, and then spent several uneasy minutes as 100 Negroes protested.
- A six-foot cross burned near an all-white Knoxville, Tenn., section where a Negro family recently bought a home.
- Nashville (Tenn.) school officials, expecting trouble during registration for school integration, have alerted city police.
- Dr. C. G. Gomillion of Tuskegee's Civic Association, urged members to obey a court order ordering TCA to halt its boycott against white merchants.
- Without a dissent, the Kentucky Annual Conference of the Methodist Church voted 200 to 0 to allow Negro churches to transfer to white conferences.
- In face of integration orders, Greensboro, N. C., officials decided to keep closed the controversial Gillespie Park Golf Course.
- Airman Theodore Bonds of Robins Air Force Base, Ga., went to the stockade for 60 days, but not before bashing four policemen in the face after some white girls said Bonds cursed them on a bus.

Birmingham's Education Board Given 3 Negroes' Applications

Advertiser Montgomery, Ala.

Sat. 9-7-57

BIRMINGHAM, Sept. 6 (AP) — Armed with a state law designed to maintain segregated schools, the Birmingham Board of Education today received applications for admission of Negroes to three white schools.

P. 1-8

At the same time that the board received petitions on behalf of eight children, it adopted new rules and regulations based on Alabama's school placement law.

The petitions were turned over to City Superintendent of Education Frazer Banks. Under the law he may consider school reports, test results, personal interviews and other factors in deciding on assignment or reassignment of pupils.

Banks gave no indication when he might report back to the board. He said he wanted to obtain "other information" before acting upon the petitions.

None of the parents of the children who filed the petitions was present. The Rev. F. L. Shuttlesworth, one of the parents, said he didn't consider their presence necessary and they were not asked by the board to attend.

Shuttlesworth said the parents will hold an early meeting to discuss their next step. He said none of the children has been enrolled for the 1957-58 term, which began this week.

The only spectators were newsmen, one of them a Negro reporter for a local Negro newspaper, and two unidentified white men. One of the white men wore a button which pictured two Negroes hanging from ropes.

The Negroes are seeking admission to Woodlawn and Phillips High Schools and Graymont Elementary. Originally, nine families asked admittance of 13 children, but three parents dropped out, explaining that they hadn't understood what they were signing.

Any decision by Banks may be appealed to the board.

Shuttlesworth is president of the Alabama Christian Movement for Human Rights. The pro-integration organization has filed suit in U.S. district court seeking elimination of segregation on Birmingham buses.

Board Put On Notice—

Negroes Aiming At School Law Test

P. 2 Post Herald

Nine Negro families, who have petitioned the Birmingham Board of Education for transfer of their children to white schools, appear to be aiming at a court test of Alabama's two-year-old school placement law.

By naming their children and the schools in which they want them entered, they took a more direct approach than the 49 Negroes who two years ago called on the Board of Education in a general petition to end segregation in city schools.

The board never acted on that first petition.

Ev. 8-23-57

However, under the provisions of the school placement law, which was sponsored by Jefferson County's Sen. Albert Boutwell and which became law on Aug. 3, 1955, local boards of education must act within 30 days on requests of parents for placement of their children in a school different from the one they previously were attending.

Meanwhile, yesterday, Mayor James W. Morgan declared:

"I am certain that nothing good can come of this movement, but to the contrary, that the fruit thereof will be discord, discontent and unhappiness for many of our people."

Birmingham News

The mayor said that in his opinion "this move is not sponsored by the forward thinking, civic minded, loyal citizens of all races in Birmingham."

The nine petitions were received by Dr. Frazer Banks, superintendent of education, shortly before 5 p.m. Tuesday, but were not made public until yesterday.

All were worded the same, with the original being signed by the Rev. F. L. Shuttlesworth, head of the Alabama Christian Movement for Human Rights, and his wife on behalf of their two children.

The Shuttlesworths, who live at 3191 29th-av, n, asked that their children, now attending Hudson School and Parker High School be transferred to Phillips High.

Signing carbon copies of the original petition were Nathaniel Ridley and his wife, 9030 Fifth-ct, n; William H. Todd Sr. and his wife, 8714 Ninth-ct, n; James Armstrong and his wife, 227 Ninth-ct, w; Arnie L. Horton, 3703 First-st, w; Raymond Parker, 3201 32nd-st, n; Robert Hawkins and his wife, 9112 Sixth-ct, n; Annie Marie Wilson, 4034 Sixth-av, n; and Walthan Avery Sr., 3441 33rd-ter, n.

The Ridleys asked that a son be transferred from Zion City to Woodlawn, the Todds a son from Hooper City to Woodlawn, the Armstrongs two children from W. C. Davis to Graymont, Arnie Horton a son from Parker to Phillips, Parker two children from Parker School to Phillips, the Hawkins two children from Hooper City and Zion City to Woodlawn, Annie Wilson a son to Phillips and Avery a son from Thomas to Phillips.

In their petitions the Negro parents said:

"In view of the May 17, 1954 decision of the U. S. Supreme Court that 'Segregation in Public Education is Unconstitutional,' and the subsequent May 31, 1955 decision placing direct responsibility upon the school boards, we the undersigned parents of school-age children in attendance at public schools within your jurisdiction, do hereby request that appropriate and necessary steps be taken to immediately reorganize the school system so as to provide accommodations for our children in schools of the closest proximity to their homes on a non-discriminatory basis during the 1957-58 term.

"We stand ready to work with you in making a prompt and reasonable start toward making the proper adjustments. An immediate reply stating your anticipated action will be appreciated."

The next regular meeting of the Birmingham Board of Education is scheduled for Sept. 6. Schools open Sept. 4.

Dr. Banks, who discussed the matter with three members of the board after receiving the petition, issued the following statement yesterday, although he emphasized that he was speaking only for himself and not for the board:

"The Birmingham Board of Education has received separate petitions from nine families requesting that their 13 children be allowed to attend schools 'of the closest proximity to their homes on a non-discriminatory basis during the 1957-8 term.'

"All the petitions were mailed in one registered letter and reached the superintendent's desk in the late afternoon of Aug. 21, 1957. Signatures on each letter have been witnessed and notarized. Attorneys for the Birmingham Board of Education have been notified and will receive copies of the petition. They will advise with the board. Copies of recent state laws pertaining to the matter have not yet been received at the Administration Office."

Alabama's Placement Law

Our State Superintendent of Education, Dr. Austin Meadows, well-says that much of Alabama's hope of preserving segregated schools lies in the placement law which gives pupil assignment discretion to local boards.

In view of federal decisions against placement laws in Virginia and elsewhere Dr. Meadows should be glad he was defeated last year when he opposed the "freedom of choice amendment" which has replaced our school segregation law. There was much talk then—and it is being resurrected by one candidate in the race for Birmingham commissioner of public safety—that "politicians" were surrendering segregation. But what the "politicians" were actually doing, as these subsequent federal court decisions prove, was stripping Alabama for action. In the Virginia and other cases the court ruled against placement laws on the grounds that segregation legislation or statutes back of them made them prima facie a device for negating the federal desegregation decision. There was clear suggestion by the court in each case that but for this background—or atmosphere—the placement laws would have been sustained.

Thanks to the "freedom of choice" legislation, Alabama has no such background and it is possible to believe Dr. Meadows right in relying on or hoping to rely on our placement law.

Nothing could be more confused and incorrect—and demagogic—than the charge of one candidate against another in the public safety commission race here that by supporting the freedom of choice amendment in substitute for the segregation law he contributed to leaving Alabama naked to its enemies now that placement laws have been ruled against. It is because of this substitution that Alabama's placement law, unlike Virginia's, may be sustained.

To claim that "the politicians have surrendered segregation" is to reflect on the intelligence of Birmingham's voters.

All-Schools Ruling Seen By Meadows

MONTGOMERY, April 29 (AP)—Alabama state supt. of education said today the U. S. Supreme Court seems headed for an ultimate decision outlawing racial segregation in private as well as public schools.

Dr. A. R. Meadows made his prediction in commenting on today's Supreme Court decision which held segregation unlawful in a Philadelphia college which is financed by private funds.

And because of the possibility that the ruling may in time be extended to other private schools, Meadows warned in an interview that any further legislation aimed at abolishing the public schools could "speed up integration instead of delaying it."

The high court said in today's ruling that Negroes cannot be excluded from Girard College in Philadelphia as long as the will which created the school is administered by public officials. The school was established under the will of Stephen Girard with enrollment restricted to poor white orphan boys.

In its unanimous decision, the tribunal said the board of directors of the trust which administers the school is an "agency of the state of Pennsylvania" and that refusal to admit Negroes is "discrimination by the state."

Alabama voters have already adopted a constitutional amendment giving the Legislature the right to do away with the public school system.

Without referring specifically to that amendment, the superintendent said the enactment of new laws could hasten integration because they "blanket everything covered in the laws."

Although vested with the authority, the Legislature would have to take specific action before it could abolish public schools.

Meadows said existing private colleges are exempt from state taxes and could be construed as functioning under control of the state for that reason. And if the Supreme Court decided they were agencies of the state, he said, it might well rule they cannot segregate white and Negro students.

The same rule would apply to any program where private schools were financed by grants of state funds or where students were paid "fees" out of tax revenue to attend private schools.

Meadows said Alabama's hope of preserving segregation lies in the already enacted school placement law which gives board discretion to local boards, and in "our white people influencing the Negroes to go to their own schools."

Lawmakers Face Three Main Issues

Segregation, Schools, Spending Will Bring Most Shouting

BY CLARKE STALLWORTH

Segregation, schools and spending.

These probably will be the high-blood-pressure issues most shouted about during the May-to-September legislative session which begins at noon tomorrow in Montgomery.

On the segregation front, legislators are preparing numerous bills to keep Negroes and whites separated in Alabama schools.

State Sen. Albert Boutwell of Jefferson will try to push through enabling legislation for the freedom of choice amendment to the Alabama Constitution.

This enabling legislation would put the amendment—passed by the people in a state-wide vote last year—into effect.

The freedom of choice amendment gives the Legislature the right to abolish public schools if integration is ordered. It also gives parents a right to choose between a segregated and unsegregated school for their children.

State Sen. Sam Engelhardt of Macon County, a Citizens Council leader, is expected to have several bills dealing with segregation, one of them pertaining to voting restrictions on children and parents of common law marriages.

State Rep. Charles McKay of Sylacauga will have bills concerning entrance requirements to state-supported universities and colleges.

State Sen. Walter Givhan of Safford has a bill to take away state money from any integrated schools.

In the education field, here is the situation:

Dr. A. R. Meadows, state superintendent of education, has asked for almost $300,000,000 to run the schools for two years. This is some $85,000,000 more than the total expected to come into the state treasury from school tax sources.

Dr. Meadows also has asked for some $60,000,000 for school building purposes.

It's generally conceded in Montgomery that Dr. Meadows won't get all he has asked for unless the Legislature passes some newt taxes for education.

And with elections coming up next year, almost every politician in sight has dropped the question of new taxes. From Gov. James E. Folsom on down, the word is: "No new taxes."

An interim committee on schools, headed by Sen. Boutwell, has recommended a constitutional amendment which would allow most counties or school districts to vote on the question of new school taxes.

As it stands now, when one county wants to vote to raise its taxes for schools, the whole state has to vote it permission. Under the committee's recommendation, the citizens of each county could vote a new school tax, without a statewide vote and with the money staying in the county.

The committee recommended an additional five mills ad valorem tax, an increase from seven to 12 mills, for those counties that don't have the 12 mill tax.

It also recommended a $25 million bond issue for public schools and a $25 million bond issue for the state-supported colleges and universities, with the money to be used for building purposes.

Two Jefferson County representatives, Rufus Lackey and Jess Edwards, are planning to introduce a bill to start a long range study of Alabama's school needs. The bill would set up an 18-member commission to study the schools. It would report to the next legislative session, probably in 1959.

The Lackey-Edwards Bill passed the Legislature in a recent session, but Gov. Folsom pocket-vetoed it.

On the question of spending, Folsom has had some criticism because of spending in the military department and also from the governor's mansion fund.

One Folsom leader, State Sen. Broughton Lamberth of Tallapoosa, said yesterday that the mansion fund will be taken out of the control of the governor this year. He also said there would be an administration bill pertaining to active duty pay in the Alabama National Guard.

The Folsom administration also is backing a competitive bid bill, which it opposed earlier in Folsom's term.

Lamberth said yesterday that Folsom will offer the Legislature a balance budget this week, one which gives most state agencies "just a little bit more" than they had last year or the year before.

The balanced budget means that Folsom probably won't ask the Legislature for any new taxes. If the budget was not balanced, the administration probably would have to ask for more tax revenues.

A pet Folsom project during this legislative session seems to be an inland waterways system which would cost $10 million.

This project would set up docks along Alabama's rivers, to encourage river commerce.

The governor probably will talk about the inland waterways project in his speech to legislators at 12:30 p.m. tomorrow.

And then there are the fire ants.

Two members of the Legislature, Rep. E. R. Solomon of Headland and Sen. Smith C. Dyar of Boaz, are in South America studying methods to control the pests.

The delegation, sent to Argentina at the expense of Folsom's emergency fund, is expected to introduce a bill asking for $500,000 to match federal funds in controlling the ants.

The first real fight of the 1957 legislative session will come as soon as the gavel pounds in the House tomorrow. House members must elect a clerk to replace the late Robert T. Goodwyn Jr., who died recently.

Candidates for the clerk's position are State Rep. Joe Dawkins of Montgomery, one of Folsom's floor leaders in the House; Oakley Melton Jr., young Montgomery attorney, who was assistant clerk under Goodwyn, and Reginald Richardson, young state representative from Greensboro.

Dawkins and Melton are considered to be the front-running candidates for the lucrative (esti

mated income: some $20,000 a year) job, while Richardson is said to have a few House members committed to him.

Both Dawkins and Melton claim to have enough votes committed to get themselves elected, and it probably will be a close fight.

It has been reported that Folsom was contacting some House members trying to get Dawkins elected. Melton says he has not heard of Folsom doing this. But Dawkins said he has Folsom's support.

Some legislators have predicted there will be a definite anti-Folsom tone to this session. If Dawkins is defeated, with Folsom supporting him, it could mean that Folsom's power with the Legislature is weakening.

Series Aimed At School Integration

Advertiser Sat. 5-11-57 Montgomery, Ala. P. 1

By BOB INGRAM
And
GEORGE WHITTINGTON

The Alabama Legislature took off on a long weekend shortly after noon yesterday after a staggering 170 bills flooded the House chamber.

The avalanche of introductions in the House brought to 318 the total number of measures introduced in the Legislature during the first two days of the 1957 regular session.

High lighting the bills dropped in yesterday were a series of measures calling for the abolition of public schools in the event such a step is necessary to preserve racial segregation.

Rep. Gregory Oakley of Wilcox offered the proposals in the House, while Sen. Gerald Bradford of Clarke introduced identical legislation in the Senate.

ABOLISH SCHOOLS

In brief, the measures would permit local school boards to abolish a school or schools under its authority on a petition for such action from a majority of the school patrons of the community.

In addition, the school boards would be authorized to contract with private groups to set up schools for the children displaced.

No mention of race was made in any of the bills but instead the school boards were authorized to take this drastic action if it was felt needed for the "preservation of social order."

Meanwhile another segregation bill popped up in the House. Rep. Charles W. McKay of Talladega, author of the state's Nullification Resolution, introduced a bill prohibiting race mixing in athletic contests, recreational parks and amusement places.

While the bills of a racial nature were drawing most of the attention there were a number of other far - reaching proposals included in the near - record House activity.

Mobile Rep. Otto Simon submitted a series of proposed amendments to the Constitution which would call for the election of a nine - member State Board of Education, and this board would in turn elect a state superintendent of education.

Advertiser P. 8-A

HIGHWAY MISSPENDING

And Atty. Gen. John Patterson's attack on Highway Department misspending resulted in proposed legislation yesterday. Rep A. L. (Pat) Boyd of Pike introduced a bill defining as a public improvement the repairs and improvements of roads. By being a public improvement, such work would require competitive bids. It was on this point that the State Supreme Court recently handed Patterson a legal setback.

Another bill prompted by a recent Supreme Court decision was offered yesterday by Rep. A. K. (Temo) Callahan of Tuscaloosa. Callahan introduced a measure which would prohibit city governing bodies from levying an occupational income tax, and at the same time would declare invalid the one such tax already in effect in Gadsden.

The Supreme Court recently ruled that the Gadsden levy, imposed without a vote of the people, was constitutional.

A variety of bills on other subjects also were dropped into the House including several proposed reapportionment plans, bills to discourage bastardy by withholding state aid to an unwed mother who has more than one child, and several plans designed to control small loan companies.

SENATE GETS 38

While House members heaped up an avalanche of measures, the Senate got 38 new ones to add to 97 introduced Tuesday. Among yesterday's bills were new attempts to reapportion the Legislature and put the University board of trustees under the governor's control.

Sen. Albert Boutwell of Jefferson made the new reapportionment attempt. His measure would give his county 10 members of the House, leave Montgomery with four, give Mobile five, and on down the line on a population basis.

House membership would remain at 106 under the measure.

Thirty - five senatorial districts would be maintained under the proposal, with some realignment of counties.

Sen. Neil Metcalf of Geneva offered a measure to put appointments to the University board under the control of the governor, with Senate consent. The board now elects its own members, with the exception of the governor and superintendent of education, who are exofficio.

SPECIAL APPROPRIATION

Sen. Herman Vann of Madison asked for a special appropriation of $257,531.46 for vocational education teachers this year, to prevent cutting 22 work days from their terms. The cut has been threatened by 8.75 per cent proration of education funds.

A spokesman in the education department said 1,158 teachers would be affected.

Sen. Gerald Bradford of Clarke came up with a measure calling for referendums within municipalities on public housing. The bill followed an earlier one offered by Sen. Sam Englehardt of Macon, which would require a segregation clause on future contracts for such housing.

Sen. Vann also tossed in a measure to regulate small loan companies on loans up to $500, while Sen. Harlan G. Allen of Cullman offered several measures on the disposition of fees from drivers licenses, fines for driving offenses, and the state lubricating oil tax.

The measures would, in effect, take such funds out of the general fund, routing them to the Department of Public Safety.

SCHOOL BOND ISSUE IS GETTING BACKING

Commercial Appeal Memphis Tenn

Would Help Meet Alabama Building Needs

Mon. 6-24-57 P. 15

NO AMOUNT DECIDED ON

By The Associated Press

MONTGOMERY, Ala., June 23.—Sentiment appears to be crystalizing in the Alabama Legislature for a multi-million dollar bond issure to help meet public schools building needs.

No definite amount has been decided on, however. Some lawmakers favor a 40-million-dollar building program, while others are talking about going as high as 100 million. The Alabama Education Association recommended a 150-million-dollar bond program.

Members of the House Ways and Means Committee, now working on the state's appropriation bills, also appear inclined to find more money for institutions of higher learning.

No Concerted Campaign

So far, the movement for a school bond issue has gained momentum without any concerted campaign by the Administration or school forces.

Legislators are aware of the overcrowded classrooms and realize something should be done to replace some of the older schools and provide additional teaching space.

"Some of the county school systems are in desperate need for new buildings as are the colleges and universities," said Representative Joe Dawkins of Montgomery, vice chairman of the Ways and Means group.

"We realize that something must be done to help them. A bond issue appears to be the only solution right now, but the amount hasn't jelled yet."

A number of legislators have come up with plans to help meet the school problem.

Package Plan Offered

Representative Robert R. Hunt of Chambers has introduced a four-bill package which he says offers a long-range plan for getting schools out of trouble.

He proposes to rebracket the state sales tax and increase the take from 3 to 3½ per cent to pick up about 11 million dollars in additional school funds.

His idea is to use five million dollars of this to finance a school bond program and the remainder for an incentive plan to encourage more school support at the local level.

His incentive plan works this way:

The state would contribute three dollars per school child in each county which boosts its property tax rate by one mill. This would be over and above the regular state allocation under the minimum school program fund.

Must Be Raised

But in order to do that, the constitutional limit of seven mills would have to be raised. Several counties have gone up to 12 mills under local constitutional amendments.

Mr. Hunt has offered a constitutional amendment to let all counties go up to 12 mills if they want to.

The 73-year-old Chambers County House member, who retired last July after teaching school 49 years, estimates that if each county which has not done so would go up one mill, it would add about five million dollars in local school funds under his incentive plan.

Culp Named To Direct School Study

Advertiser P. 1-A Montgomery, Ala. Sat. 11-9-57

The Alabama Education Commission chose a college president, Dr. D. P. Culp, yesterday to direct the work of making a long-range study of the state's school needs.

Culp, president of Livingston State College, was elected fulltime executive director for the educational survey which is expected to last until 1959.

At the same time, the commission's executive committee which recommended Culp announced it had voted to hire a chief consultant, Prof. Edgar Morphet of the University of California, if his services are available. Morphet is a former faculty member at the University of Alabama.

Culp, who ran second to Dr. Austin R. Meadows in the campaign for State Superintendent of Education in 1954, will receive no salary as head of the school survey, drawing his regular pay as college president instead.

However, the commission voted to reimburse Livingston State for the expense of hiring an executive assistant to handle Culp's duties while he is away, and for any travel expenses incurred.

The State Board of Education, which meets here, must approve that action before it can take effect, but commission members said they foresee no difficulty there.

Culp said he hopes to return to Livingston each weekend to devote as much time as possible to his duties at the college.

The new director assured the commission after his election that although he might offer suggestions from time to time, he stands ready to abide by the commission's decisions.

P.C.A.

"I'm not going in with the expectation that I have all the answers," he commented. He said he will start work on the new assignment immediately.

Sat. 11-9-57

Culp, now 46, resigned as professor of education at Alabama Polytechnic Institute to run for state superintendent in the Democratic primaries in 1954. He lost to Meadows in a runoff.

Later that year he was named president of Livingston.

A native of Chilton County, Culp has been a classroom teacher, high school principal, state school transportation supervisor and at one time was assistant director of the division of administration and finance in the State Education Department.

Negro School Petition Goes To Birmingham School Board

By EMORY O. JACKSON

Birmingham's single-standard school petition issue went to the five-man city Board of Education Friday, Sept. 6.

However official spokesmen for board policy have foreshadowed the outlines of that decision. Board members include L.M. Smith president; William J. Christian, vice-president; James T. Mayes, secretary; T.R. Broom and Mrs. Frank M. James.

City school administrative officers laid down an eight-point directive at the meeting of the white principals and supervisors Aug. 30 regarding "whether a pupil belongs in your (white) school."

In the absence of formal action by the board, which declined to hold a special session, seven of the nine petitioning families decided not to present their pupils for enrollment at the nearest neighborhood schools, according to the Rev. F.L. Shuttlesworth, one of the petitioners. He is pastor of Bethel Baptist Church (North) and president of the Alabama Christian Movement for Human Rights.

Two of the nine original petitioners no longer seek open enrollment in the nearest public schools.

Schools opened Sept. 4 for the 180-day school term.

Alabama no longer has a compulsory school attendance law. Nor is education a public right. Compulsory schooling and the right to attend school were knocked out by amendments designed to preserve the dual school system. The state has a freedom of choice law, pupil assignment law, and school abolition law. These were enacted as segregation safeguards. Meantime, federal courts in Louisiana and Virginia have voided similar laws.

It is widely believed that the petitions filed Aug. 20 with the board were preparatory steps for a court test of Birmingham's school segregation laws. Should the board refuse the request, that would likely crystallize the issue. If the requests were granted, that would be in conflict with state segregation laws. Whatever action is taken, the issue will be obviously made ripe for legal action.

The statement the Rev. Shuttlesworth issued Sept. 3 for publication also tends to point to the nearest-school issue moving from the conference table to the courtroom. Here is the text of that statement.

"We believe it to be the Constitutional right of all children to attend public schools nearest their homes, irrespective of their race creed or color. We therefore reaffirm our actions in signing these petitions and ask favorable board action on them.

"We note that the board meeting is only two days following school opening. Since these petitions are applicatins to the schools named therein, and since the superintendent has faithfully assured us by letter that the school board will consider them at its Friday meeting, we believe it to be in the best interest of all to await the answer of the board.

"We will, therefore, withhold enrollment of our children until the board acts on our petitions of good faith."

Abolishing the public schools will not abolish anybody's constitutional right. The school abolitionists will have to take responsibility for their mischief. Yet it would be far wiser to revamp the public schools to meet the new standards than to eliminate them to satisfy bigotry.

It seems that Dr. Meadows is helping to speed the issue from the conference table to the courtroom. His letter seems to contain all of the material necessary for anyone to see that the court is the only place the request can now be carried where it can get a fair hearing and constitutional consideration. Sadly do we reach this conclusion.

Advice Versus Compliance

A few days ago, a group of families asked the Birmingham Board of Education for open enrollment of their children in the neighborhood schools. They based their request upon their constitutional right as American citizens. A copy of the petition went to Dr. Austin R. Meadows, State Superintendent of Education.

Instead of trying to resolve the implications of that request, Dr. Meadows gives some advice. The petitioners did not seek advice, but his services in helping to establish an open-door policy. Dr. Meadows claims that the teachers in the Negro schools are "better educated teachers."

Dr. Meadows wants the petitioners to "support the decision of your board" but does not call on "your board" to support the spirit of the decision and directive of the United States Supreme Court in the field of public education. He evidently knew on August 29 when he wrote his letter what the decision of the Birmingham Board of Education will be on September 6. He says the quest by the petitioners for their constitutional right is the "greatest possible disservice", which is contrary to the classic credo of the American people.

He reviews the adoption by Alabama voters of a series of constitutional amendments which empowers boards of education to abolish public schools rather than allow them to serve all the same way. Abolition of public schools will solve nothing and most certainly will not stop the quest for open enrollment to the schools.

Let The Negroes Enter The School

Ostracism, solitude and isolation have, for many, many years, proved to be the most nerve racking, excruciating and brainwashing methods of punishment, coercion and persuasion yet designed by man.

To prove a proposition of fiction: Let's suppose that you, a peace loving, God fearing ordinary Mr. American, moved into a new neighborhood. You are there a short time and no one has visited you or your family; you walk down the street where all the neighbors turn up their noses and look the other way. Now you attempt to prove you are a regular Joe by applying for membership in the various civic clubs. Not a single member greets you with a welcome hand. On the contrary, you receive nothing but scornful coldness. You are not welcome. You try going to Sunday School and church in your new environment, you and your family. You are welcomed with coolness and a lack of appreciation. Now you know you are not wanted. You do not fit here. You become morose, downhearted and ashamed. Your business takes a nose-dive, ending in bankruptcy and drunken stupor.

Now what can you do? Simple. You simply pack your precious belongings and move back. Back where you are loved, respected and appreciated.

Problem: Integration. Within "the law of the land" let's allow those nine Negroes to enter Central High without notice, headlines, violence, police, national guard or Ike's army of American soldiers. Allow those nine to enter into a school where they will comprise less than one-half of one per cent of the 2,000 white students. Allow them to sit, unnoticed, unwanted, unwelcomed and untaught. Allow them to seek and not find friendships, social activity, comradeship, recognition in scholastic, gymnstics, athletics, or any of the many games of pastime and entertainment commonly indulged in. Allow them to seek for themselves the carefree happiness that is endowed to the average healthy child, white or Negro. Such a child cannot and should not be forced out of his natural category of environment. No human being can endure for long the humiliating embarrassment of being ostracized, isolated and unwanted by his fellow man.

Solution: Nothing for the reporters to write about, the radio to blare about, no violent mobs, no police, guard or Ike's bayonets, rifles, pistols cutting the flesh of his fellow Americans. All would be quiet on all fronts. Yes, too quiet for the Negroes, paid agitators and the Communists.

W. B. HARRISON,
100 Hardy Street.

Skidmore stands pat—

Givhan predicts OK of money bills

BY FRED TAYLOR, News staff writer

Members of the State Senate cannot afford to take the political risk of remaining deadlocked to kill the all-important school and general appropriation bills, even if it means discarding all other measures.

Sens. Walter Givhan of Dallas and Reuben Newton of Walker, who disagree on the corporation tax bill but who favor the road bond proposal, emphasized this as Givhan predicted passage of the appropriation bills on the final day of the session Friday.

But Sen. E. W. Skidmore of Tuscaloosa, who has led the weeks-long attempt to force a vote on the corporation tax increase bill ahead of the others, reiterated he will not give up his fight to do this.

SKIDMORE declared his decision to hold out to the bitter end "will not be changed," even if it means killing the appropriation bills to provide multi-million-dollar increases for carrying on the schools and other state governmental functions for the next two years.

The school appropriation bill would boost money for education from $108 million to more than $116 million for 1958, and give a further increase to more than $119 million for 1959.

THE CORPORATION tax bill would bring in an estimated $11 million more yearly for schools by denying corporations the right to deduct federal income tax payments in figuring state income tax returns.

"The corporation tax bill is a dead issue," said Sen. Givhan, who added that he's against it. "The appropriation bills will be brought up first Friday and, in my opinion, be passed ahead of everything else by all 35 senators."

BUT SEN. NEWTON, who favors the corporation tax, said "I honestly believe that from what Sen. Skidmore said in the governor's office, he would filibuster the two appropriation bills to death in his efforts to bring up the corporation tax bill."

These opinions were expressed on Sunday's WABT-WAPI "Alabama Press Conference," as the legislative session headed toward its windup day, beginning at 12:01 a.m. Friday.

"A FEW SENATORS are willing to risk the whole foundation of our educational system to carry their point," asserted Newton, in referring to Skidmore and other senators aiding him.

Sen. Newton said it reminded him of small boys playing marbles, with one of them warning that "if you don't shoot with my agate, I'll take my marbles and go home."

Both Givhan and Newton said they would oppose invoking cloture to shut off debate, which could be done under Senate Rule 19, as a last resort to push through the appropriation bills.

Sen. E. O. Eddins of Marengo and Sen. Garet Van Antwerp of Mobile have sprearheaded opposition to the corporation tax bill.

Sen. Skidmore said "We are not blocking anything except the appropriation bills. We are ready to vote on the corporation tax, the bond issue (to authorize $20 million for federal matching) and then the apropriation bills, provided the school tax bill is considered ahead of the appropriations."

He added the warning: "We haven't been filibustering ourselves. That will come later."

Sen. Givhan, farm leader, pointed out that the school appropriation bill would be substantial increases to public schools and to Alabama Polytechnic Institute at Auburn, University of Alabama, Alabama College, and the state teacher colleges.

And he also pointed out that farm experiment stations at Auburn and elsewhere over the state would get increases, if the school appropriations bill could only get passed.

Its passage also would give a $100 yearly increase to each of more than 23.000 Alabama teachers for 1958 and an additional $50 the following year.

THE MINIMUM program fund (public grade and high schools), which had an appropriation of $80 million in 1957, would be boosted to $83.860,000 for 1958 and to $85,564,000 the following year.

Passage of the general appropriations bill of some $32 million would give substantial increases each of the next two years for health, including the subsidy for TB control, welfare, mental institutions and other agencies.

Sen. Givhan said he would offer an amendment to the school appropriation bill to add $200,000 yearly for some 500 employes of the Alabama Extension Service.

BOTH SENATORS lauded the work of the Legislature in passing bills to aid the farmers, particularly the measure to simplify the proceduref or obtaining gasoline tax refunds and appropriation of $250,000 state funds to combat fire ants.

Givhan, who sponsored these bills, said that with federal funds made available, for matching "we feel we are on the road to combatting thef ire ant problem successfully."

Sen. Newton, woh steered through a $100,000 appropriation bill for funds to combat poultry diseases, stressed the need for aiding the flourishing new broiler industry.

HE SAID his own county of Walker is now raising approximately 4 million broilers a year, adding "this is getting to be big business."

Givhan said he considered as "very constructive" two pending milk bills to equalize cost of State Milk Control Board activities between dairymen and distributors and to reduce board membership from six to five with the consumers having two instead of one.

Both said they thought the $350,000 yearly appropriation to the Negro Tuskegee Institute should be made and continued annually.

AS TO REPORTS, that Newton, who lives in Walker, would attempt to break the long observed rotation system in that senatorial district (which includes Walker, Fayette and Lamar Counties), Newton said:

"Frankly, it's not time to run, but if I'm living and well, I'll run for something. And I'll tell you this, if I should decide to break it, I believe I'll break it."

Newton and Givhan were questioned by Thomas Maynor, editor of The Farm Bureau News, and this reporter. Charlie Davis is moderator of these public information programs sponsored by The Birmingham News and the two stations.

Boutwell says segregation to stay put

Segregation in Alabama schools will be preserved, State Sen. Albert Boutwell asserted in a talk before the Birmingham Kivanis Club yesterday.

He also expressed belief that the Lackey-Edwards School Study Commission will bring about a long-range educational program "that has been sadly needed."

"I think the commssion will find that the fundamental educational weakness is the failure of local governments to share the load," he declared.

ON SEGREGATION, Boutwell said that under the freedom of choice amendment to the state constitution, several laws have been adopted to help solve the segregation problem in a sane, fair and honest manner."

This legislation, Boutwell said, is "entirely different from the Virginia pupil placement law which was declared unconstitutional by the U. S. Supreme Court.

He pointed out that Alabama has not proposed cutting off funds from elementary or high schools if a Negro is admitted. That was the main reason for the Virginia law being held invalid.

Boutwell explained the various laws proposed for Alabama. They include establishing private schools if necessary and subsidies to give each child an education.

Negroes Take Law-Required Entrance Test

BIRMINGHAM, Ala., Oct. 15 (AP) —Four Negro children whose parents are petitioning the city school board for entrance in white schools have been given tests required by state law.

Dr. L. Frazer Banks, city school superintendent, said today that the tests were given last week. The results will be announced following a study of the tests, he said.

Results of the examination are expected to produce the first court tests of Alabama's School Placement Law, which gives local school officials virtual full responsibility for placement of school children.

Thirteen Negro children from nine families originally petitioned for entrance to Phillips and Woodlawn high schools and Graymont Elementary School last August. However, three of the families subsequently withdrew their petitions.

Tests for the nine remaining children were scheduled several weeks ago, but were postponed when none appeared, school officials said.

Banks said today that the number of Negro children originally seeking enrollment in white schools here dwindled to the four who were given the tests last week. Names of the children were not disclosed.

Banks said the tests were given by the city school guidance department, and consisted of standard achievement tests and psychology tests generally given children by that department.

The superintendent said that after the tests are studied, he will interview the children and their parents as required by the school placement law before his decision is announced.

FOR STATE LEGISLATURE

Bills To Place Public Schools On Private Operation Readied

By BOB INGRAM

A series of bills which would permit the abolition of public schools on an individual basis and then permit them to reopen as "private schools" will be introduced in the Legislature in May.

State Rep. Gregory Oakley of Wilcox, one of the foremost fighters for segregation, disclosed yesterday he would introduce such legislation.

He voiced confidence that their constitutionality could not be attacked "because they are all based on the voluntary action of individuals rather than the concerted effort of the state."

Oakley's plan for preserving racial segregation in schools would be carried out in three separate bills. The first would permit the abolition of a public school by the school board or commission, such action to be taken only upon petition from a majority of the school patrons.

The second bill of the series would allow the school boards to lease school property to any private corporation, provided such leased property would be used only for school purposes.

The third bill would allow local school authorities to contract with private schools to educate children who were displaced as a result of the abolition of a public school. Such services would be paid for from the public school funds under the boards' control.

The measure allowing the abolition of a school also carries a clause which permits the same school to be reopened as a public school if the board "subsequently finds that the public interest may be best served through the reopening of such school."

Oakley's proposals all contain clauses making secure the position of teachers and principals in the event a school is closed. If a school is abolished, the faculty schools in the area and such transfer "shall not cause them any loss or impairment of status under the laws relating to the tenure of teachers."

Oakley, a resident of Pine Apple, also said yesterday he intended to introduce a bill which would deprive members of the National Assn. for the Advancement of Colored People any job protection provided by the state merit system or the teacher tenure act.

Integration Still Problem To Lawmakers

By REX THOMAS
Associated Press Staff Writer

The third anniversary of the Supreme Court's historic school integration decree finds the Alabama legislature still wondering anxiously whether it has found a way to block it.

Negroes still are barred from attending white schools below the college level, but the laws the legislature has enacted to keep them out have yet to be tested in court.

Meanwhile, with increasing momentum, the legislature is pointing the way toward an ultimate abolition of the public school system as a last resort. The lawmakers have the authority to do that under a recently adopted constitutional amendment renouncing the state's obligation to provide free public education.

The "freedom of choice" amendment ratified by the voters last August stripped from the state's organic law all restrictions against race-mixing in the schools. It also gave parents the right to say whether their children attend segregated or integrated classes.

Now, with the legislature back in session, several measures have been introduced in the first week to spell out how the schools are to be abolished if it comes to that. Others are still to come.

Sen. Albert Boutwell of Jefferson County, author of the "freedom of choice" plan, tossed in bills on the opening day last Tuesday to implement the amendment.

He proposed (A) to make school authorities judicial officers to protect them from damage suits; (B) require the attorney general to defend segregation suits against local boards, and (C) to protect teachers against loss of retirement benefits if transferred to "free private schools" or some other alternative system.

Still to come, Boutwell said, are measures to provide for the handing of school funds if public education is abolished; to make subsidies available for some students; to provide for the leasing of school property to private corporations which would administer "free private schools."

Across the hall, Rep. Gregory Oakley of rural Wilcox County has already introduced a series of bills to regulate some phases of the transition from public to private schools, and to provide for the closing of any school threatened with integration.

ANOTHER RECOMMENDATION

Sen. Gerald Bradford of Clarke County has put forward still another recommendation. His legislation would authorize the closing of any public school where white and Negro pupils were integrated, and provides for the transfer of pupils and teachers to other schools.

Bradford's measure doesn't say what is to be done, however, if all schools throughout the state are ordered integrated. It makes no mention of a substitute for the public school system.

Boutwell emphasized that the legislature is determined to preserve the color barrier "legally" if there is a way to do it.

"I think we will adopt only measures to keep segregation in a legal manner, and that we are going to do it with a great deal of deliberation," the Birmingham attorney commented.

"We don't want to abolish the schools except as a last resort. But we must be ready to do it if necessary."

Continuing, Boutwell predicted that the 1957 session will strive to avoid "sensational" acts and concentrate instead on what he called "an honest, fair effort to operate the schools without forced integration."

ONLY PORT OF PROGRAM

The "freedom of choice" amendment is only part of the program already enacted into law as a means of keeping Negroes out of white schools in Alabama.

More than a year before it was put into effect, the legislature wrote a placement law which gives local board of education almost unlimited authority to say where individual pupils attend school.

Without mentioning race or color, the act sets up standards to follow, including availability of classroom space, pupils' background, ability to larn, the possibility of violence, among others.

Like the constitutional amendment which followed, the placement law is still unchallenged in court. For that matter, neither has a suit been filed demanding integration in grade school and high school.

On the college level, the legislature has taken no action, although some bills have been introduced in previous sessions and others likely will be, several members are working on them now.

One Negro student, Autherine Lucy, was admitted to the University of Alabama on federal court order and left only after she was expelled for making unproved charges against school authorities. She had accused them of conspiring with a mob that demonstrated against her presence on the campus and threatened her life.

Meanwhile, Friday will mark the third anniversary of the May 17, 1954 decision that ruled school segregation laws unconstitutional.

The legislature probably will take note of the occasion. Sen. Sam Englelhart of Macon County said he has started work on a strongly worded resolution, but he declined to disclose the nature.

Englehardt is author of the school placement law and executive secretary of the Alabama Assn. of White Citizens Councils.

Negroes will commemorate the anniversary with a pilgrimage to Washington.

SENATOR PROPOSES SCHOOL ABOLISHMENT

Alabama Legislators Get Racial Bills TO COMBAT INTEGRATION

By The Associated Press

MONTGOMERY, Ala., May 10. — Racial bills, one of them proposing abolishment of the public school system, highlighted the introduction of measures in the Alabama Legislature Friday.

In the Senate, the most far-reaching proposal was offered by Senator Gerald Bradford of Clarke County. His measure would authorize local school boards to initiate action to shut down integrated schools if they deemed it necessary for "the preservation of the social order."

The State Board of Education, hoverer, would have the final say in closing the schools, but local authorities could present any existing problem for the state agency's consideration.

Provisions Of Bill

Once the schools are closed, they would not be reopened until local boards determined continued operation would not disturb the "peace of the community."

Under provisions of the bill, teachers left without jobs would be placed in other counties. Pupils in the closed schools would also be transported to schools in adjoining counties.

Those challenging closing the schools could appeal to the Legislature. The House would first consider the complaint and, if it found it justifiable, it would be passed on to the Senate.

Another racial measure offered by the South Alabama lawmaker would grant local school boards the power to discharge teachers without hearings. The present tenure law forbids dismisal without a hearing before the entire board.

Series Of Bills

A discharged teacher may now appeal the board's decision to the circuit court.

Representative Gregory Oakley of Pine Apple, introduced a series of bills, all of them aimed at preserving long-existing racial barriers.

One of the measures would permit patrons of schools to petition local school officials to abolish the system and set up private institutions. School authorities, under provisions of another bill, would be empowered to lease property to private corporations for the establishment of schools. Cost of children's educations would be borne on the local level from general funds.

Another Measure

Another measure offered by Mr. Oakley would take away from any public official his tenure under the state merit system "if he joins or participates in any activities of the National Association for the Advancement of Colored People."

Mr. Oakley also threw in a bill which would authorize payment of welfare aod to "only one child of an unwed mother." Present law has no limit on the number of children that can receive the aid.

The bill would also compel the additional illegitimate children to be placed in foster homes. These children then would be eligible for welfare assistance.

3[illegible] Negro teachers named by county

Thirty-five new Negro teachers will be in county schools this Fall. Named by the Jefferson County Board of Education are:

ADAMSVILLE—Ruth D. Whitehead.
ALDEN—Betty Joyce Palmer.
BRIGHTON HIGH—Mrs. Vanzetta Moore Bowie, Jerry D. Coleman, Mrs. Mildred T. Dickerson, Pauline Smith and Iola Barbara Taylor.
DOCENA—Mrs. Mildred Louise Bryant.
DOLOMITE—Odessa Ree Pitts.
HOOPER CITY—Gerethie Cameron, Inez Delois Davis and Mrs. Artha Mae Spencer.
IRONDALE—Barbara Jean Lindsay.
KETONA — Jesterina Delois Harris and Sylvia Fae Price.
McCALLA—Georgie Lee Prince.
MOTON—Clinton Moseley Jr.
MULGA—Mrs. Retha VanBuren Hawkins.
OLD JONESBORO—Mrs. Thelma A. Gardner.
PIPE SHOP—Harriett Marie Morgan and Mrs. Juanita E. Jordan Vann.
PRACO—Mrs. Eugenia M. Boone.
ROBERTSTOWN — Kathryn Louise Finch and Mrs. Elizabeth Smith Howard.
ROOSEVELT—Calvin Cameron Smith.
ROSEDALE—Mrs. Mary Lee Cooper, Mrs. Mary Alyce McClinton Howard and Mrs. Fannie Sutton Searcy.
VIRGINIA MINES—Jonnie Mae Watson.
WARRIOR—Mary Frances Hudson.
WENONAH—Mrs. Ruth J. Crowell, Constance Delores Edwards, Bettye Jo Foreman, Otis J. Holmes and Mrs. Agnes Louise Parker.

Private Schools Here And In Philadelphia

THREE weeks ago State Supt. of Education Meadows warned that many lawyers and educators doubt that the device of converting public schools to nominally "private" ones would stand a chance in the federal courts.

He quoted from a legal opinion prepared by a Nashville attorney for the Southern Regional Council, the organization formed in 1949 by 14 Southern states to provide for professional, technological, scientific, literary and other specialized training.

The paper said in part:

> Any so-called private school system devised in an effort to avoid the requirements of the segregation decisions supported by public funds in the form of grants or subsidies to parents of school children will be a transparent subterfuge and as such will be held subject to the requirements of the 14th Amendment.

Monday this opinion and that of Dr. Meadows were vindicated, and then some, when the Supreme Court went even further—holding that Girard College of Philadelphia, though privately endowed under an ancient will in which the founder said only "poor white male orphans" could be admitted, could not bar Negroes. Reason: the board of directors of City Trust of Philadelphia, which administers the school, is an agency of the state and the state is barred from racial discrimination by the 14th Amendment.

If this is far-fetched reasoning, it is nonetheless an indication of how far the Supreme Court will go in detecting "state action" to determine whether or not schools are private or public. And it augurs ill for such "private school" plans as the one proposed by State Rep. Gregory Oakley of Wilcox County.

★

OAKLEY'S plan is in the form of three bills. The first would permit a school board or commission to abolish a school or schools in their district if a majority of school patrons approves. The second would allow the school boards to lease school property to private corporations with the provision that property could only be leased for school purposes. The third would allow the school authorities to contract with private schools to educate children in the areas where schools are "abolished." Money for this would come from school funds under the board's control.

Running through all of this is, it seems, a higher degree of state action—that is, governmental control through local agencies—than is apparent in the Girard College case.

The Girard College decision was actually predicted more than two years ago by a University of Alabama law professor who questioned the private school plan in a tract entitled *Can Public Schools Be Private?*

Although granting that a state can "go out of the business of education," Prof. Jay Murphy said it would have to be complete and actual, not a fiction, of "abolition." He commented:

> . . . If [the state] did go out of the business and aided private groups in continuing segregated education, as by donating buildings and facilities to them, then such aid clearly would appear to be state action prohibited by the 14th Amendment.

★

THE Supreme Court went even further than this Monday, extending a line of decisions which Prof. Murphy discussed at great length. For instance:

In *Smith vs. Allwright* the Supreme Court had held unconstitutional the denial of Negroes participating in primary elections where the Texas legislature had granted to the Democratic Party of the state the power to make its own rules concerning the holding of elections. In *Rice vs. Elmore* the Supreme Court ruled similarly on a South Carolina statue repealing all primary legislation and empowering the Democratic Party with the right of making its own private rules. In *Terry vs. Adams*, the Supreme Court invalidated an arrangement in a Texas county whereby a private association of white persons conducted private nominations for public office, and the officers selected always ran in the Democratic primary and always won.

"It is difficult to see," Prof. Murphy said, "how the same court would approve a similar effort [conversion of public schools to "private"] to circumvent the equal protection clause of the 14th Amendment."

★

BEYOND these decisions was the 1948 case of *Shelley vs. Kramer* in which the court prevented the state judiciary from enforcing racial restrictive covenants preventing sale of property to Negroes. "This reveals," Murphy commented, "that the court is prepared to go to extreme limits in discovering state action which might in any way cause racial discrimination." In none of the cases cited, he said, is there

> the remotest indication that, with the separate but equal doctrine now abolished in public education, the state might simply change the names of its schools [from public to private] and keep on functioning on a segregated basis, or provide funds to private schools and permit them to function on a segregated basis, or provide funds to students to provide funds to private schools . . . The judiciary will look beyond the statute to see an unconstitutional purpose.

★

DEPLORE this trend though we may, it is still the attitude of the Supreme Court, the rulings of which we have not yet succeeded in nullifying—as witness the recent bus and Lucy decisions.

Even as methods to buy time, such plans as the private school proposal are of decreasing value because of the rapidity with which the Supreme Court is now batting them back. Under the "freedom of choice" amendments which the voters approved last year, the legislature already has the authority to abolish schools if forced to as a last resort.

It would seem risky in the absence of such extreme necessity to set up legal targets ripe for attack by the NAACP.

School Tuition Bill Voted in Alabama

MONTGOMERY, Ala., Aug. 2 (AP)—Without a dissenting vote, the Alabama State Senate today passed a bill to authorize school boards to close integration-threatened schools and pay pupils' tuition in private classes.

The measure would implement the "freedom of choice" amendment ratified by the voters last August giving the Legislature power to abolish the public school system if necessary to prevent race mixing.

School Closing Bill Approved By Senate

MONTGOMERY, Aug. 2 (AP)—Without a dissenting vote, the State Senate today passed a bill to authorize school boards to close integration-threatened schools and pay pupils' tuition in private classes.

The measure would implement the "freedom of choice" amendment ratified by the voters last August giving the Legislature power to abolish the public school system if necessary to prevent race mixing.

Under the new bill, school boards could close any school after public notice. They also could sell the property to private corporations for use as private schools.

If pupils were left without public schools in their community, the boards could pay their tuition in private schools.

The Senate also passed a companion measure to preserve the retirement rights of teachers forced to teach in private schools.

FOCUSED SHARPER THAN IN '56

Sues. 1-1-57 P. 2-B

Same Race Woes Face '57

Montgomery, Ala. Advertiser

By REX THOMAS
AP Staff Writer

The close of an eventful year finds the State Capitol confronted with the same segregation issues it had 12 months ago but somewhat sharper in focus.

Schools in Alabama are still segregated, but the Supreme Court decision outlawing separate schools for white and Negro children is an ever-present threat to the historic Southern pattern.

The memorable year of 1956 brought an abrupt although relatively calm end to segregation on city buses. It started in Montgomery and spread rapidly to other cities. 14d(1)

It was a test case from Montgomery that brought the Supreme Court decision on Nov. 13 holding bus segregation laws invalid. A Federal Court injunction against continued enforcement of the laws applied only to Montgomery, but Negroes in Birmingham quickly challenged the practice there, too

Meanwhile, in Mobile, the company that operates city buses there voluntarily abandoned segregation in the face of the Supreme Court decree. The same parent company, National City Lines of Chicago, owns the bus lines in Montgomery and Mobile.

BOYCOTT STARTED

The bus segregation issue was present at the start of 1956. Montgomery Negroes had just begun a long boycott of city buses, a protest that continued until buses were integrated this month.

The year was almost half gone, however, before the bus segregation question came sharply into focus. A three - judge Federal Court panel on June 5 ruled bus segregation laws unconstitutional It was that decision which the Supreme Court upheld.

Members of the Legislature have already started talking about possible ways to halt bus integration despite the Supreme Court ruling. The House and Senate convene next May and several bills are likely to be introduced with that in mind.

It was in 1956 also that Alabama got its first taste of school integration—on the college level. A Negro girl, Autherine Lucy, was admitted to the University of Alabama under a Federal Court order, but rioting drove her from the campus.

She was ordered readmitted, but university authorities expelled her for making unproved charges against school officials as a result of the campus violence.

STILL TRYING

The co-ed, now the wife of a Texas minister, is still trying to get back into the university, but so far has been unsuccessful. However, other members of her race may try it next year.

The Legislature has written two new laws aimed at keeping grade schools and high schools segregated, but no legislation has been enacted to keep Negroes out of white colleges. Some attempt along that line certainly will be made during the 1957 session.

The State Capitol has other problems, too, especially financial. Educators are still asking for more revenue to meet the growing needs of the schools. Other departments will try to fatten their budgets as well.

Gov. James E. Folsom's spending of his mansion and emergency funds may provoke a showdown, too. That issue came to a head this year when Folsom first refused to let state examiners see his books and then finally relented

He acknowledged spending $5,180 out of the mansion fund for food and other personal items and agreed to pay the money back.

NEW RESTRICTIONS

Some legislators have said they advocate putting new restrictions around the governor's spending. As the laws are now written, he can spend $310,000 a year out of three funds with almost no limitations.

The recurring issue of legislative reapportionment also remains unsettled as a new year dawns. Folsom finally managed to get the Legislature to submit a constitutional amendment this year but the voters rejected it.

Now, the governor says he intends to try again in 1957.

Folsom suffered a major political setback during the year when he ran for Democratic national committeeman and was defeated by a political newcomer, Young State Rep. Charles W. McKay Jr., of Sylacauga.

McKay's one - sided victory in his first statewide race labeled him as a potential candidate for a higher office, perhaps governor, in later years. But the young Sylacauga attorney has disavowed any further political ambitious—at least for the time being.

WILL INCREASE PACE

Other prospective candidates for governor made their preliminary plans during the past year and will step up their pace in the coming 12 months to be ready for the election in 1958.

As 1956 drew to a close, Alabama's 11 presidential electors gathered in Montgomery to ratify the results of the November presidential election. As Democrats they were bound by a signed pledge to vote for Adlai Stevenson, their party's defeated nominee.

But W. F. Turner of Montgomery kicked over the traces. He voted instead for Circuit Judge Walter B. Jones of Montgomery the jurist who months before had fined the National Assn. for Advancement of Colored People $100,000 for contempt of court for refusing to produce certain records.

Jones also issued a temporary injunction prohibiting the NAACP from doing further business in Alabama. That order is still in effect.

NEGRO PUPIL REJECTED

Commercial Appeal
White Foster Mother Loses
Sat. School Plea 1-5-57
Memphis Press
Scimitar P. 17

MOBILE, Ala., Jan. 4.—(UP)—A 12-year-old Negro girl, the foster daughter of a wealthy white socialite here, attended classes at a regular Negro school Friday after her guardian dropped efforts to get her placed in an all-white institution.

Mrs. Dorothy Daponte tried last fall to get Carrie Mae McCants placed in a white school on grounds the child had been reared in the Daponte home, tutored both in this country and abroad, and was well qualified to study with whites of her own neighborhood.

The Mobile City School Board rejected the request.

But Mrs. Daponte confirmed Friday she has enrolled Carrie Mae in the Emerson School in a Negro section. She said the child spent the week ends at the spacious Daponte home and lived at a house near the school during the week days.

Alabama Lawmakers Whip Up More Segregation Safeguards

Journal + Constitution Sun. 1-6-57 P. 5-E

Atlanta Bar

Prepare to Introduce Measures At May Session of Legislature

By FRED TAYLOR
Staff Writer, The Birmingham News
Special to The Atlanta Journal-Constitution

14d(1)

MONTGOMERY, (Ala.) Jan. 5—Another batch of segregation bills designed to help maintain separate schools for white and Negro children in Alabama is being drafted for introduction the first day the legislature meets in regular session four months from now. The house and senate go back into session at noon May 7.

Spurred on by the constant threat of the U.S. Supreme Court decision, at least a dozen lawmakers are whipping measures into shape to block any classroom integration in this state.

One of the most vital of these will spell out enabling legislation to put into effect the Boutwell "freedom of choice" amendment ratified overwhelmingly last year by the voters.

Jefferson Sen. Albert Boutwell, chief sponsor of the amendment, is one of a group of legislators now busily writing an enabling act for that constitutional change.

Helped By Committee

And they are being aided by a special committee assigned by the State Bar Assn. Some of these same topflight lawyers, including Birmingham's Joseph F. Johnson, helped draft the "freedom of choice" amendment.

Other legislators who helped Sen. Boutwell draft and hammer through the measure were former State Sen. J. Miller Bonner of Wilcox, former State Sen. Herbert Byars of Hale, State Reps. Ira Pruitt of Sumter and Bob Kendall of Conecuh, and former State Rep. Jack Gallalee of Mobile. All except Kendall is an attorney. Kendall is an able businessman and legislative veteran.

This enabling act, which will have to be approved by the house and senate and signed by Gov. James E. Folsom, is being designed to give county and municipal boards of education as much power as possible to continue the historic Southern pattern of race separation in Alabama's grade and high schools.

The "freedom of choice" amendment was one of two new laws put on the books in Alabama during the present administration.

Boards Given Power

The other was the school placement act, which granted unprecedented authority to local school boards in assigning students to schools.

Incidentally, Gov. Folsom, who came under heavy fire for not showing enthusiasm for the segregation measures, signed the placement bill, which was a statutory enactment. The governor was not required to affix his signature to the Boutwell "freedom of choice" measure, which was a constitutional amendment.

Neither mentions the word "race," but both were designed

ALABAMA

to help keep Negroes out of white schools, regardless of the high court's integration decision.

Enabling legislation for the "freedom of choice" amendment will be written to implement authority of local and state school officials to prevent any child in Alabama from being compelled to attend a mixed school.

Even so, this amendment actually authorizes the legislature to set up a three-way public school system by providing for all-white, all-Negro or mixed schools.

Abolition Included

It also would permit the abolition of the public school system in any county, if tension and strife became so acute as to make this necessary.

Sen Boutwell and other sponsors say they hope this never becomes necessary.

One of the new bills expected to be introduced in both houses the day the legislature is reconvened would be aimed at keeping Negro students out of white colleges, such as the University of Alabama, Alabama Polytechnic Institute at Auburn and Alabama College at Montevallo.

The two recently enacted laws on Alabama's books seek only to prevent mixing of white and Negro children in grade and high

schools.

University of Alabama trustees have under consideration a resolution to tighten entrance requirements for Alabama students. Neither the university nor any of the other state-supported colleges is required to accept out-of-state students, although both Alabama and Auburn have a large number of out-of-staters.

But some observers believe the university trustees will await action by the legislature. State Rep. Charles W. McKay Jr. of Talladega, who defeated Gov. Folsom last year for election as Democratic national committeeman, introduced such a bill early in 1956.

He agreed to hold it up for further study. But the Talladega lawmaker is revising his bill for introduction again next May. Its provisions are patterned somewhat after requirements in the Georgia University System to require recommendations from graduates of a college, plus other affidavits as to character, fitness and citizenship, before a boy or girl is admitted as a student.

Mobile Girl Is Attending Negro School

MOBILE, Jan. 4 (U.P.)—A 12-year-old Negro girl, the foster daughter of a wealthy white socialite here, attended classes at a regular Negro school today after her guardian dropped efforts to get her placed in an all-white institution.

Mrs. Dorothy Daponte tried last Fall to get Carrie Mae McCants placed in a white school on grounds the child had been reared in the Daponte home, tutored both in this country and abroad, and was well qualified to study with whites of her own neighborhood.

The Mobile City School Board rejected the request.

But Mrs. Daponte confirmed today she has enrolled Carrie Mae in the Emerson School in a Negro section. She said the child spent the week-ends at the spacious Daponte home and lived at a house near the school during the week days.

ber of a prominent Mobile family, had sought to have the child, Carrie Mae McCants, admitted to an all-white school last September. She described the girl as her foster daughter.

The Mobile school board declined the request. Mrs. DaPonte subsequently announced she had accepted an offer of legal aid from a Negro group but there were no further developments. The group was not named.

Mrs. DaPonte, a widow, said Carrie Mae was the daughter of a servant who formerly worked for her. She said she has raised the girl since she was 6 but had not legally adopted her.

The girl attended Negro schools here and then studied in Europe two years before she and Mrs. DaPonte returned to Mobile last Spring.

Drops Fight On School Bias

MOBILE, Ala.—(ANP)—Twelve year-old Carrie Mae McCants, who had been denied admission to an all-white school last September by the local school board, was enrolled in a Negro public school here last week.

Carrie is the foster daughter of Mrs. Dorothy Daponte, member of a prominent white Mobile family. According to Mrs. Daponte, a widow, she has raised the girl since she was six, but has not legally adopted her. Carrie was the daughter of a servant who formerly worked for Mrs. Daponte.

The girl attended Negro schools here and then studied in Europe two years before returning to Mobile last spring with Mrs. Daponte. Immediately after the refusal of the school board to allow Carrie to enroll in the white school, Mrs. Daponte said she had accepted an offer of legal aid from a Negro group, but nothing further developed.

Girl in Mobile now, enters Negro school

MOBILE, Ala., Jan. 5—(AP)—A 12-year-old Negro girl who was the center of a school admission controversy last Fall was enrolled Friday in a Negro public school.

Mrs. Dorothy DaPonte, mem-

Tell It To Old Grandma

Your name and address must be given on letter ★ But upon request, name will often be withheld at the Editor's discretion ★ We reserve the right to shorten letters ★ No poetry, please ★ Repeat: No letter will be printed unless Editor knows who wrote it.

It's The Same Wolf

EDITOR, THE ADVERTISER—It's the same wolf. The wolf that Bob Ingram saw in the Jan. 13 Sunday *Advertiser* article for 1957 is the same wolf that was at the door of Alabama school children on Dec. 6, 1955.

Schools were not closed because the Legislature, through its 7th Session (March 1956), took a $2,000,000 balance that had been appropriated to education for 1957 away from the 1957 Minimum Program Fund and put it back into the 1956 Minimum Program Fund, provided another one-time income tax windfall, and earmarked enough of the minimum program money for teachers' salaries to run nine months and this forced the school systems to either lose the teachers' salary money or to run nine months even if they had to end the year in deficits.

In the Dec. 6 campaign I contended that the schools could not run nine months without additional funds and stated that the only plan for additional taxes for 1956 before the people was the Goodwyn Amendment. Additional funds were provided by legislative action in March 1956 on a one-time basis. The $2 million surplus which had been set aside for 1957 and the income tax windfalls were spent, so the same wolf is still standing at the doors of the school children of Alabama.

Montgomery. A. R. MEADOWS,
State Supt. of Education.

Schools Want $300 Millions For 2 Years

Budget Request Far In Excess Of Tax Revenues

MONTGOMERY, Feb. 26 (AP) — A record - smashing school spending request of almost 300 million dollars for the next two fiscal years was formally presented to the governor's budget commission today.

It was 85 million dollars more than revenue expected from tax sources now earmarked for education.

School officials also proposed a 60 million dollar capital improvement program during the two-year period.

The suggested education appropriation for 1957-58 and 1958-59 was analyzed by James V. Jordan, state budget officer, as the Budget Commission opened hearings on proposed school spending for the next biennium.

The governor's budget recommendations to be passed on to the Legislature which convenes in May will be developed during the hearings.

State Education Dept. officials didn't appear to explain the request for a $147,233,000 appropriation next year and $149,761,648 in 1958-59 or suggest where the additional revenue might come from to support it.

Dr. A. R. Meadows, state superintendent of education, is scheduled to come before the budget group Wednesday to discuss major school spending items, including the minimum school fund.

Dr. Ralph Draughon, president of Alabama Polytechnic Institute at Auburn, and Dr. James H. Newman, acting head of the University of Alabama, presented budget requests for their schools.

Both stressed the need for additional salary money to keep faculty members who have been leaving for better paying positions at other institutions and private industry.

Auburn asked for $4,043,982 for each of the next two years for operation and maintenance of the college proper. This year's budget is estimated at $2,928,500.

Dr. Newman recommended a $473,623 increase in the Alabama main campus appropriation, bringing it up to $4,379,623 a year, an increase of 12 per cent.

The University of Alabama Medical Center proposed to spend $2,302,000, an increase of $211,266 a year. Also included in the request was $1,182,000 a year for a statewide indigent medical care program at Jefferson-Hillman Hospital in Birmingham.

"This will encourage more local responsibility and more local aid for schools," declared Sen. Boutwell, who expressed his views on Sunday's WABT-WAPI "Alabam Press Conference" public discussion program.

The legislative committee headed by Sen. Boutwell will meet in Birmingham Wednesday to make its final report.

Boutwell, in stressing the need for more local effort in behalf of schools, said "hope for paying teachers more rests mainly on local aid."

He made this statement, in answering a question as to how Alabama can keep from losing more of its teachers through higher pay offered in other states.

The senator, answering another query about chances of getting more appropriations for free textbooks, said "I don't see any hope for any further money for free textbooks at this time."

JEFFERSON Reps. Rufus M. Lackey and Jess K. Edwards, who got a similar bill passed by the Legislature last year, only to have it pocket-vetoed by Gov. James E. Folsom, are preparing a new bill for introduction when the Legislature reconvenes May. 7.

To continue segregation—

Boutwell outlines school choice, park plan intent

BY FRED TAYLOR
News staff writer

Enabling legislation being prepared to put into effect the recently-adopted "freedom of choice" amendment "will prevent any child of any race from being forced to attend a mixed school in Alabama."

This was emphasized today by State Sen. Albert Boutwell, who declared that a companion amendment adopted by state voters at the same time "means we will continue to have segregated parks and playgrounds, or no parks and playgrounds at all."

Sen. Boutwell, who is helping draft enabling bills to spell out the effectiveness of these two amendments, which he helped sponsor and push through the Legislature, said that "between $10 million and $11 million more" probably will be raised yearly for schools.

This would be in addition to $15 million more that would be authorized for a three-year building program at state-supported colleges.

That is, the Jefferson senator added, if the people of Alabama vote $15 million in bonds and "if various counties and school districts take advantage" of proposals advanced by the legislative interim school study committee.

HE WAS REFERRING to a constitutional amendment recommended for adoption by voters to give each county or district the permissive right to levy an additional 5-mill ad valorem (property) tax, with the money to be retained locally. This would raise the constiutional ad valorem tax limit from 7 to 12 mills in any county or district.

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ALABAMA

Clayton judge says—

Strong state leadership can uphold segregation

BY FRED TAYLOR
News staff writer

Alabama and other Southern states can maintain separate schools for whites and Negroes "within the law" through strong leadership in the executive, legislative and judicial branches of state governments.

This is the opinion of Circuit Judge George C. Wallace of Clayton, who also feels that Southerners, with aid of a few Northern and Western friends, will be able to conduct another successful filibuster against anti-South "civil rights" proposals in Congress.

Judge Wallace, appearing on Sunday's WABT-WAPI "Alabama Press Conference," declared "I believe that the leadership of any state can maintain segregation within the law, without violence and with dignity. I want to congratulate the Legislature of Alabama for what it has done."

THE CLAYTON jurist and former legislator, who recently helped lead a Southern fight against "civil rights" measures before New York Congr. Emanuel Celler's House judiciary subcommittee, said:

"One of the great evils of this legislation is that it would abolish the most fundamental and basic of civil rights—trial by jury—and substitute injunctive and contempt processes of the federal courts.

"The passage of these bills would bring about government by contempt and would make judicial dictators of federal judges. That's pretty strong language to use about our federal judges, but that's what it would do."

As to whether federal troops would ever be used in attempts to enforce mixing of schools in Alabama and other states, Judge Wallace said that "would depend on the political expediency of the situation."

HE ASSERTED THAT many members of Congress now had become professional "South haters" to gain favor with Negro voters in certain Northern areas. And concerning the possible use of federal troops, he added "they would go as far afield as they could to satisfy minority groups."

Judge Wallace declared that the attempt to push through "civil rights" bills was "politically inspired."

Asked about reports that he was seeking to use the segregation issue as a "springboard" to jump into the governor's race next year, Judge Wallace said:

"I'm interested in the race, but I am not a candidate at this time. I've always been strong for segregation and am going to do everything I can to maintain it. I would feel the same, if I never ran for any office, including that for reelection as circuit judge."

The jurist asserted that the Celler subcommittee is "stacked" with four New York congressmen and one from New Jersey.

Judge Wallace was taken to task by Chairman Celler and committee members for his earlier statement that he would jail any FBI or other federal agents if they tried to seize the jury box in any county within jurisdiction of his court, as they had done in Cobb County, Ga. They told Wallace that this statement by him was "intemperate and high-handed."

"I TOLD members of the committee that the FBI or any other federal agent did not have the constitutional right to make such seizure, and that I would consider any such attempt as contemptuous. Furthermore, I emphasized that my statement was not nearly so intemperate as the FBI's action."

Questioning Judge Wallace on the public discussion program, which is sponsored by The Birmingham News and Stations WABT and WAPI, were Jack Walden, managing editor of The Decatur Daily; Ed Dannelly, editor and publisher of The Andalusia Star-News, and this reporter. Charlie Davis, WABT-WAPI news editor, was moderator.

Integration 'Long Way Off,' State Legislators Maintain

(Editor's Note: The following articles are the result of questionnaires mailed to all Alabama legislators. Approximately 20 per cent of the legislators answered the poll).

* * *

BY CLARKE STALLWORTH

What does 1957 hold for Alabama in the area of race relations?

The opinions of Alabama legislators vary on this question, but all agree integration is a long way off.

In a Birmingham Post-Herald poll, legislators were asked:

"What do you think will happen in the Legislature and outside the Legislature, in the area of segregation during 1957?"

STALLWORTH

Some of their answers:

Sen. Smith C. Dyar of Marshall—"This is a very painful issue and one that the people of Alabama and the South are easily misunderstood on.

"There should be little doubt in everybody's mind now that Alabama will not submit to integration of its people beyond what is our custom, law or no law.

"I'm of the opinion that the President believes this and is prone to let the issue cool. I believe also that the federal powers (executive and courts) are suspicious that they have exeeeded their authority and have no desire to test the interposition idea.

"There is no doubt but that the Legislature will condemn by resolution the violence that has resulted already from this conflict."

SEN. T. HERMAN VANN OF MADISON—"Outside the Legislature, I wish the attitude prevailed among the Negro and white citizens as we have prevailing in the Fourth Senatorial District.

"No Negro leaders in the Fourth District have thus far taken such a positive approach to the solution of our mutual problem that we have not had one single instance of racial disorder.

"White and Negro are working together to improve the community and advance the opportunity of all the citizens. If this attitude prevailed statewide, we would need no new legislation at this time.

"The Negro leaders in South Alabama would be wise to run out all outside help and work with established church, educational and civic groups toward improving the lot of all Alabama citizens."

A JEFFERSON COUNTY LEGISLATOR—"I don't know. One opinion is as good as another."

SEN. JOE SMITH OF RUSSELL—"Don't know."

SEN. GEORGE W. YARBROUGH OF RANDOLPH—"Alabama will not integrate schools in our lifetime."

A NORTH ALABAMA LEGISLATOR—"Additional legistion relative to schools, segregation in parks, playgrounds, movie houses, ball parks, restaurants, public gatherings, ets., will be passed in my opinion, at least they wil be introduced.

"Not being a member of the NAACP, I have no idea what they will do. The people of Alabama will not tolerate integration and it will not come about in Alabama, federal courts or not, for a long, long time."

REP. GREGORY OAKLEY OF WILCOX—"I don't feel that any major legislative action will be taken concerning segregation. We will probably strengthen some of the present laws and then wait and see the outcome in court of the ones we have.

"We will probably take some action to aid in preventing violence in transportation, probably some assignment law. I think we have definite proof that time is one the side of segregation. We are finding friends outside and public opinion is forcing the issue in our favor.

"As soon as we are able, in Alabama as well as other Southern states, to elect men who are willing to take a stand that integration will not endure in our state, we will have the issue whipped.

"Our politicians are no longer trying to cater to the Negro vote by fence straddling. They know now that their stand must be firm or they face a definite danger at the polls.

"With each new election, the politicians are getting more and more staunch in their stand for continued segregation. In my opinion, even in next year's governor's race, segregation will not be an issue as no candidate will want or will openly seek the Negro vote. The only issue might be trying to prove that one of the other candidates had in the past sought Negro support."

AN EAST ALABAMA LEGISLATOR—"I hope we can pass some good sound laws to be sure our way of life will not be changed, but I do hope all the fly-by-night bills will not ruin our chances of some real good ones."

REP. WALTER PERRY OF JEFFERSON—"The legislature, with the experience of other Southern states to notice, has passed definite segregation laws already, with perhaps the only exception being in higher education."

REP. ROBERT G. KENDALL JR., OF CONECUH—"I think the legislature will attempt to strengthen state laws on segregation. Also look for legislation to help curb violence. If the NAACP drive is continued at the present level, I expect continued unrest.

A MID-ALABAMA LEGISLATOR—"Several good laws will be passed in 1957. Before 1901 we had Negroes in the legislature. I do not think they will get that far during this effort."

REP. EMORY McNIDER OF CLARKE — "The segregation question is the $64,000 question. As it is brought about by outside interests and outside money, it is hard to pinpoint the source. Our city governments and local governments have not handled the problem as they should have."

A BLACK BELTER — "I do not think any additional laws are needed at this time. If the laws passed in the previous sessions are overthrown by the courts, additional laws will be necessary."

A NORTH ALABAMA LEGISLATOR — "About the same as has been happening . . . resolutions condemning the Supreme Court and legislation being declared unconstitutional."

REP. MARION BRADFORD OF CLARKE — "There will be more moves designed to circumvent the Supreme Court ruling."

ALABAMA IS KEEPING SCHOOL SEGREGATION

Invalidity Of Lousiana Law May Have No Effect

DIFFERENCES OUTLINED

By REX THOMAS
Associated Press Staff Writer

MONTGOMERY, Ala., March 9—The recent Federal Court decision knocking out Louisiana's placement law has focused new attention on a similar pro-segregation statute in effect in Alabama.

But the ruling by the Fifth United States Circuit Court of Appeals, which also has jurisdiction over his state, doesn't necessarily mean the court would hold the Alabama law unconstitutional if asked to rule on it.

Hasn't Been Challenged

In the nearly two years since it was enacted by the Legislature, the placement formula has gone unchallenged in court. But if a test suit ultimately is filed in United States district court, it may get to the circuit court on appeal.

Despite the similarity in purpose—to keep negroes out of white schools—there are clearly marked differences in the Alabama and Louisiana laws that could make a difference in how the court would rule.

In Louisiana, for example, the statute was passed by the Legislature in 1954 shortly after the voters in that state had ratified a constitutional amendment reaffirming the traditional policy of separate schools.

As amended, the Constitution required classroom segregation

"in the exercise of the state police power to promote and protect public health, morals, better education and the peace and good order of the state, and not because of race."

No Admission Standards

The placement act itself empowered parish county superintendents to say which school individual pupils must attend. But, as the circuit court said, the law provided no admission standards "other than those . . . for separation of the races."

Thus the court held that the placement act as written in Louisiana was nothing more or less than an attempt to bypass the Supreme Court's decree holding school segregation laws invalid.

The Alabama law, although it gives local school boards almost unbridled authority to determine the placement of pupils in school, nevertheless does contain a long list of standards to guide the board members.

It spells out the following factors among those to be considered:

Available room and teaching capacity; the availability of transportation; the effect of admission of new pupils on established curricula for particular pupils and the adequacy of the pupils' preparation; the scholastic aptitude and intelligence or mental energy and the psychological qualification of the pupil; the psychological effect on the pupil; the threat of friction or disorder and the possibility of community ill will or economic retaliation; the home environment, morals, conduct, health and personal standards of the pupil.

Color Not Mentioned

Nowhere in the law is there any mention of race or color although sponsors of the legislation made no secret of its intent while it was pending in the House and Senate.

Likewise, in contrast to the Louisiana law, all segregation mandates have been taken out of the Alabama Constitution and a "freedom of choice" amendment substituted which gives parents the right to say whether their children attend segregated or integrated schools.

Thus, Alabama's schools laws are designated now to preserve segregation without saying in so many words that it must be done.

If the Negroes do challenge Alabama's placement law, they will have to contend, of course, that its purpose or effect is to discriminate against them in defiance of the Supreme Court decision.

Might Be Difference

What the Federal courts would decide remains to be seen. But the circuit court in throwing out the Louisiana law recognized there might be a difference under another statute. It said:

"Whatever might be the holding as to the validity of an administrative pupil assignment containing reasonably certain or ascertainable standards to guide the superintendent . . . the Louisiana law is not such a statute."

The 1957 Legislature And Segregation

Journal Sun. 3-10-57
Montgomery, Ala. P. 3

By Bob Ingram

LEGISLATION pertaining to the racial question will again be in the forefront when the Alabama Legislature convenes in regular session here May 7.

INGRAM

But for the most part the lawmakers are expected to devote their time to tying up the loose ends left by the passage of three extremely important segregation measures earlier in this administration.

As of now Alabama's legal bulwark against race mixing in public schools is embodied in two laws and one amendment to the constitution—the Placement Law, Hare Act and the "Freedom of Choice" amendment. On these three, with the enabling legislation that is to follow, Alabama will rest its case, at least temporarily.

But this is not to imply that there is little left to be done by the Legislature. The loose ends must still be tied.

For example, the free-choice amendment provided among other things that school officials could be designated as judicial officers, thus dressing them in a cloak of legal immunity from segregation suits. The amendment said this could be done, it did not do it. The Legislature is expected to carry that out this summer.

Further, the same amendment said the Legislature could name the attorney general the legal defender for school officials taken to court. With the amendment adopted, the Legislature is now free to enact a bill specifically requiring such defense by the attorney general.

The Ultimate Weapon

CERTAINLY the most difficult problem created by the free-choice amendment was its provisions permitting the abolition of the public school system if necessary. While no such drastic step is anticipated, many legislative leaders feel that some legal machinery should nevertheless be ready should such an eventuality come about.

Thus it is expected legislation will be introduced outlining what steps will be taken, and how they will be taken, should a private school system be forced upon the state.

Steps must also be taken toward the protection of teachers in regard to their tenure and retirement. These are but a few of the so-called loose ends created by the free-choice amendment which must be tied by the 1957 Legislature.

One of the biggest problems yet faced by segregation leaders in the Legislature has been the curbing of the emotions of some of their more impetuous colleagues.

Frequently in the past some legislators, in the heat of excitement, have prepared and introduced segregation bills which would have done more harm than good.

Only recently one of the most prominent segregation leaders in the Legislature publicly announced that he had prepared a bill for introduction which would prohibit race mixing in theaters and cafes. Fortunately, cooler and keener legal heads heard of this proposal and quickly talked the sponsor into forgetting his idea.

Inviting Attack

AS OF NOW there's no law in the state requiring segregation in theaters and cafes, and as a result there's no law which integration leaders could attack in court. With no such law, the owners of the theaters and cafes can make their own rules about the mixing of races.

Had the bill been introduced and passed, it would have done nothing but open up a new avenue of attack for the race mixers.

There is also a strong movement under way in the Legislature to nip in the bud any attempt by Alabama to follow in the footsteps of Georgia of initiating legislation to impeach the U. S. Supreme Court.

While admitting the objective is a worthy one, this "go slow" group in the Legislature feels that such a resolution can do nothing but bring more ridicule on the South.

"The Georgia resolution for impeaching the U. S. Supreme Court sounds fine, but it's got about as much chance of success as I have of spitting to the moon," a member of this group commented. "I think the people outside the South know full well how we feel about the Supreme Court, without having to resort to such resolutions as that."

In The Colleges

PROBABLY the most important segregation problem yet untouched by the Legislature is that of race mixing in institutions of higher learning—as of now not a single bill relating to this subject has been passed.

State Sen. George Little of Barbour, probably one of the least known yet most capable men in the upper house, is toying with the idea of introducing a bill which would require a prospective college student in Alabama to have letters recommending his admittance from a circuit judge and two private citizens.

Little stumbled on the idea only recently when he was called on by a Eufaula youngster for a letter of recommendation for the teen-ager's admittance to Georgia Tech.

"He told me he had to have two letters from private citizens, and one from the circuit judge," Little said. "I don't know why a requirement like that wouldn't work in Alabama."

Such a law would certainly kill the chances of any Negro attending a white college in the state. The Negro could possibly get letters from two citizens, but one from any of the state's all white circuit judges would be a bit hard to come by.

14d(1) 1957

ALABAMA

A MEASURE TO CREATE A NEW STATE AGENCY WHICH WOULD SUPPLY OUTSTANDING LEGAL HELP TO STATE GOVERNMENTAL AGENCIES INVOLVED IN FEDERAL SUITS.

Legal Aid Sought For School Officials

Advertiser
Sun. 4-7-57

Montgomery Rep. O. J. (Joe) Goodwyn, with strong support from Sen. Staten Tate of Coosa, is promoting a measure to create a new state agency which would supply outstanding legal help to state governmental agencies involved in federal suits.

Specifically, the legal counsel would be available for any school officials who might be hailed into federal court in suits stemming from the racial question.

"If such suits arise, you can rest assured the counsel for the opposition will be expert in federal constitutional questions, they specialize in that," Goodwyn observed. "I think we should seek out some outstanding constitutional authority to provide our officials with an adequate legal defense."

Under the "Freedom of Choice" amendment adopted last August, the attorney general is authorized to defend any such suits. But, Goodwyn feels more should be done.

"This is not meant to be any reflection on the ability of the attorney general or his staff, but none of the attorneys in that department could be expected to equal the counsel which would be employed by the opposition," Goodwyn said.

Sen. Tate said a salary of $25,000 a year would not be too high in his opinion, if the right man could be found.

The Alabama Legislative Council is expected to take a closer look at this proposal at a meeting tentatively scheduled for late this month.

Former Oklahoman Returns to Alaska

Blood Dispatch
Oklahoma City, Okla.
Sept. 1957
Ex. 9-15-57

Mrs. Delbert V. Henry jr., 2316 Harden drive, left by plane for Anchorage, Alaska, where she will resume her duties with the Anchorage Independent School district as teacher.

Mrs. Henry is the daughter of Mr. and Mrs. Hosie Campbell and the wife of Sgt. Delbert V. Henry jr., formerly of Oklahoma City.

Aimed to Thwart School Mixing

State Press Fri. 6-14-57
Little Rock Ark.

Over 400 acts passed by the general assembly of Arkansas during its last setting went into law Thursday, 90 days after the assembly adjourned. Among these were the controversial bill to halt operation of the National Association for the Advancement of Colored People.

Three companion measures less controversial aimed at getting abound the United States Supreme Court's ruling on segregated public schools were effective immedately after the governor signed them.

The delayed segregation bill, designated as House Bill No. 324, introduced into the House by Representative Rogers of Crittenden county, aimed at the NAACP, requires such organizations to report all their collections and expenditures to the state sovereignty commission.

The sovereignty commission. is set up under House Bill No. 322, with broad police powers.

These segregation measures were aimed at thwarting the Negro's effort in implementing the Supreme Court's decision, outlawing segregation in public schools, but they met rebuttal from many of the state's most outstanding white citizens, who had the courage to expres themselves at an open hearing held in the chamber of the house. Eventho the bill is aimed at the NAACP, its implications are so broad that no body religtous or any group organization-wise is safe from interference or intimidation under it. The broad implications of the bill is the reason it drew state-wide opposition from Arkansas's whites.

In addition to organizations reporting their collections and expeditures, the names and addresses of those making the contributions are to be reported also, along with the names of those to whom the expenditures were made.

With this bill becoming effective Thursday, it seems there is no commission to receive the reports, eventho the commission has been authorized for nearly three months. Reports have it that Governor Faubus, who gave strong support to the controversial bill, has not named his appointees.

State Press
Sat. 6-15-57

The commission is to be composed of the governor, the attorney-general, the lieutenant-governor, and speaker of the house of representatives, three members of the house, two members of the senate and three citizens who shall be appointed by the governor.

Ark. to begin mixed classes

Afro-American Baltimore Md. 7-6-57

FORT SMITH, Ark. (ANP) —Racial bars in the first grade level in this town's schools will be lowered and integration will begin next fall fall according to a vote of the Fort Smith school board here last week.

With a unanimous vote the school board paved the way for integration to get underway with 1957 fall school term. Some 12 colored children will be admitted to the first grade under the plan.

The program calls for no segregation in the first grade and as each integrated class moves up, another grade will be desegregated until segregation is ended in all 12 elementary and secondary school levels.

Tells of Legal Fight for Desegregated Schools

State Press Little Rock, Ark.
Fri. 7-5-57

Despite the widely-publicized hardcore resistance to school integration in eight southern states, there has "actually been substantial progress in legal action toward eventual desegregation of all public institutions," Thurgood Marshall told the delegates.

However, he pointed out, the courts cannot do the full job. The Supreme Court invalidated segregation in public education and other public facilities. These rulings "have been implemented by state and federal courts in a steady line of decisions during the past two years." But Court "did not and could not arrange to put Negroes into every school situation in every town in the south. All the courts can do is to establish and enforce existing laws.

In a democratic form of government, much is left to the individual involved. So, in this area it remains the responsibility of Negro Americans to seek admission to nonsegregated schools in every county and city in the south. There is the responsibility of other Americans who do not have children to join together to give aid and support to Negro parents wanting a nonsegregated education for their children. No court and no arm of government can do for the Negro parents what they must do for themselves."

Government also has a responsibility, the NAACP special counsel pointed out. It is the government's responsibility "to protect Negro parents who are exercising their right to apply for nonsegregated education. Many lawsuits since the school desegragation cases have clarified the law to the end that in one case from Hoxie, Arkansas, the federal courts have decided that it was the positive duty of a local school board to desegregate its schools."

Marshall reviewed the recent executive legislative and judicial assaults upon the NAACP in the South. "First," he asserted, "there is the avowed intimidation of Negroes who are either members of the NAACP or who advocate integration. . . . Another method has been for certain states to pass laws making it unlawful for any state agency to employ NAACP members. A third method has been to circulate throughout the north, as well as the south, libelous, scandalous, unsubstantiated charges against the NAACP and then to have the legislatures of the state pass laws forbidding the NAACP to operate, thereby giving to the people of the nation, as well as to the states involved, the impression that the NAACP is some type of subversive organization. A fourth type of intimidation has been to use existnig barratry statutes to declare that it is unlawful for the NAACP or its lawyers to represent Negro litigants seeking protection from the unconstitutional oppression of the state involved."

Asks Separate Schools When Integration Comes

Daily World Sun. 7-7-57
Atlanta Ga.

LITTLE ROCK—(ANP) — In an apparent attempt to head off integration here in high schools this fall, a pro-segregationist leader last week called upon this city's school board to set up separate schools for those white students who do not want to go to school with Negroes.

At the same time, the clergyman companion of the segregationist wanted to know what would be the school board's policy regarding dances and social functions at the schools when integration was achieved.

The men were Amis Guthridge director of the Captial Citizens Council and Rev. Wesley Prulen pastor of the Broadmoore Baptist church here. Neither man got an answer from the board who directed them both to put their statements in writing to be answered at the next meeting of the board.

Claiming that he represented parents of white children living in this city's Central high school attendance area, Guthridge told the board, "I am asking you not to attempt any compulsory integration in this ditsrict and to provide schools where white children will not have to attend with children of another race."

The school board has adopted a plan of gradual integration beginning this fall at the high school level and extending downward to other grades year by year.

Straw in the Wind

It is of more than passing significance that William F. Laman, a member of the North Little Rock, Ark., school board which ordered the integration of the school system there next month, has won the Democratic nomination for mayor.

Mr. Laman, who was under severe attack by his opponent for his alleged favorable attitude on civil rights, won by 438 votes to 39 in a community assumed to be violently opposed to desegregation of schools.

A similar poll elsewhere in the South on this very issue might be most revealing.

INTEGRATION FEAR ENDS SCHOOL TIES

Jonesboro Halts Contracts With Other Towns

DANGER OF SUIT SEEN

From The Commercial Appeal Jonesboro, Ark., Bureau

JONESBORO, Ark., Aug. 30.—The threat of involvement in a school integration suit has caused Jonesboro school officials to cancel contracts to provide educational facilities for Negroes in four other districts.

Jonesboro School Supt. Lloyd Goff confirmed that contracts with Paragould, Walnut Ridge, Biggers-Reyno and Pocahontas have been terminated. Contracts with several other districts remain in effect.

Involvement Threatened

The school official said Wiley Branton, Negro attorney of Pine Bluff, had threatened to involve Jonesboro "as a party" in a suit in another district if the contracts were not canceled.

Branton's threat was termed "vague" and the "other district" was not named.

In Pine Bluff, Branton denied reports of the "threat" and said he had no authority to act on his own. He said the Jonesboro board had done nothing to warrant a suit. Branton has represented the National Association for the Advancement of Colored People in some suits.

Mr. Goff said only 18 or 20 students would be affected by the termination of contracts. It was reported that the only eligible student in the Biggers-Reyno district has moved away and that only two families in Paragould were affected. They were also reported planning to move.

One Student Affected

In Walnut Ridge, J. L. Bland Sr., chairman of the Walnut Ridge School Board, said one student was affected and that some other provision would be made for the student's education. "We will not have mixed classes in Walnut Ridge," he said.

It was learned that a request that affected students be admitted to Negro schools at Newport, Ark., is planned by one or two of the communities.

Pocahontas has 12 Negro students who have been attending the Jonesboro school.

Jonesboro officials said about 75 or 80 Negro students from other districts attended the Jonesboro school last year. Communities with contracts still in effect include Weiner, Bay, Dixie, Lake City and Trumann.

Sent To Large Center

Under the contract system, school districts with a small Negro population send their eligible Negro students to a school in a large population center with the district and the state bearing the costs. It is figured that the system is far less expensive than maintaining a school for a handful of students.

School officials here said there has been no agitation by Jonesboro Negroes for school integration. They pointed out that a $260,000 plant was constructed in 1950 for Negro students and is well equipped. About 350 Jonesboro students are enrolled in the school.

Negro Integrationist Backs Student Ban Of Armstrong

PINE BLUFF, Ark., Oct. 17 (AP) —Negro integrationist leader Wiley A. Branton has sided with University of Arkansas students in their cancellation of a contract with Louis (Satchmo) Armstrong.

"As a Negro graduate of the University of Arkansas Law School, I think the students were right in cancelling Armstrong's engagement," Branton said.

Branton, a member of the legal staff of the National Association for the Advancement of Colored People, was one of the lawyers who brought the suit which resulted in a court order to racially integrate Little Rock Central High School.

He said, like the University students, that he felt the Negro trumpeter had stepped out of line by linking his spring engagement on the Fayetteville campus with the Little Rock racial controversy.

Armstrong's manager, Joseph Glaser, had called the spring engagement a "moral victory" and a "great honor."

The statement prompted the University's Student Senate vote this week to cancel the contract with Armstrong. University spokesmen pointed out that the contract with Armstrong, who performed on the campus in 1954, was negotiated long before the situation developed at Little Rock.

Branton said:

"I know the (racial) attitude at the University is good."

ROCKEFELLER'S PLAN FOR SCHOOLS SNAGS

Commercial Appeal
May. 5-6-57

Aid Suspended Until Details Can Be Worked Out

Morrilton, Ark.

'A MISUNDERSTANDING'

p. 13

By The Associated Press

MORRILTON, Ark., May 5.—Oil millionaire Winthrop Rockefeller's plan to provide an "educational enrichment" fund for the Morrilton School District has run into a snag and the "Rockwin Fund" has announced it is suspending financial aid.

Phil H. Loh, chairman of the Rockwin Board of Directors, said Sunday the board voted to suspend grants to the school district until school officials show they are "willing and capable of developing an appropriate program."

The "enrichment" fund is part of a five-year project initiated by Mr. Rockefeller to help build a model school system at this small central Arkansas town.

Launched Year Ago

Mr. Rockefeller, an Arkansas resident since 1953, lives on a palatial farm atop Petit Jean Mountain near Morrilton.

The program, launched a year ago, calls for Mr. Rockefeller to give the Morrilton School District enough financial help to build a new high school and three other new grammar schools. Any other construction would be financed by the school district.

A new elementary school being built under the program is nearly completed.

Mr. Loh said Mr. Rockefeller had agreed to allocate "up to $100,000 a year" during the five years in order to raise the local educational program to fit the new buildings. This money is the "educational enrichment" fund administered by the Rockwin Fund.

School Supt. V. L. Boren and School Board Chairman Bob Harris said they had no idea of what the Rockwin board wanted them to do in order to develop an appropriate enrichment program.

Mr. Rockefeller's attorney, Edwin Dunaway, said at the millionaire's home, "Win has no comment to make."

"But," Mr. Dunaway added, "he feels that the whole thing is a result of some misunderstanding and that it will be amicably worked out."

Not Fully Utilized

Mr. Dunaway emphasized the Rockwin board's action "has nothing to do with going ahead on the school construction."

Mr. Loh said an initial "educational enrichment" grant of $80,469 last year was not fully utilized. He said the school board and the Rockwin board agreed to a budget for the 1956 grant which included a $5,000 item for research.

"But," he said, "only $92 was spent for this purpose."

He said the school board should have bought library books, laboratory equipment and other material "to enrich and upgrade the educational program."

Mr. Boren, commenting on this statement, said a "tentative budget subject to change" had been prepared and given to both groups. "But there was never any standing agreement that we had to spend every penny of it," he said.

HOXIE PUPILS WIN 'A' IN INTEGRATION

But Parents Rate an 'F,' School Superintendent in Arkansas Town Says

By PHILIP BENJAMIN

Special to The New York Times.

HOXIE, Ark., Nov. 9—If residents of Hoxie were to receive report cards for their ability at integration, the students would rate an "A." But many of their parents would rate an "F" for failure.

This, at least, is the way Hoxie's Superintendent of Schools, P. R. Shewmaker, sees it.

Two years ago this small rural community became the first town in segregation-minded East Arkansas to integrate its school system.

The schools here are closed now for the final days of the cotton-picking season. Schools in Hoxie and neighboring towns begin their "fall" terms in July and then shut down during October and early November to allow students to help with the cotton-chopping and picking.

Hoxie was Arkansas's third district to end segregation in the schools, but it was an important step because of geography. Hoxie is on the edge of the cotton country of East Arkansas, which has the state's heaviest concentration of Negroes. The region is a segregationist bastion. Although Hoxie itself has a relatively small Negro population, its traditions are of East Arkansas.

Hoxie began life as a railroad town. Its main street is a highway, Route 67. Along one side of the street runs a short chain of dismal stores. Along the other run the tracks of the Missouri Pacific Railroad. The town was named for M. L. Hoxie, who was a vice president of the Missouri Pacific, then known as the Iron Mountain Railway.

In June, 1955, the Hoxie School Board decided to integrate its consolidated elementary and high schools, which have a total enrollment of about 900 (Hoxie's population is 1,855). The board's decision, it said at the time, was based on three considerations: integration was "right in the sight of God;" segregation had been declared unconstitutional; and integration was cheaper.

Before integration the school district had been supporting a separate Negro grade school and a Negro teacher. It had been sending three or four Negro high school students to Jonesboro, twenty-four miles away, by car. Tuition was $135 a year for each student and transportation cost $18 a month. Finding itself with a $9,000 deficit, the board calculated that it could save at least $4,000 by integration.

Integration began on July 11, 1955, with twenty Negroes in all grades. There was no trouble for eighteen days. Then abusive letters addressed to the board began arriving from Deep South states. Little Rock segregationists moved in with a campaign of intimidation. And in Hoxie itself, Herbert Brewer, a Hoxie farmer and auctioneer, assumed leadership of the local segregationists.

Eventually Mr. Brewer and others were enjoined by a Federal Court from interfering with the integration program. But Hoxie has had three school superintendents in two years, and some opinion has it that the previous two were unable to take the harassment.

Segregations on Board

Mr. Brewer and another segregationist are now members of the five-man school board, and, according to Superintendent Shewmaker, are "still against integration and always will be."

From the beginning, Mr. Shewmaker said, integration itself has worked smoothly.

"There has never been one bit of trouble in the school between Negoes and whites," he said "Negro boys and white boys play intramural basketball games and such and are real chummy in school. However, I don't believe they see each other after school.

"We have no Negroes on any of our teams that play other schools, but that's because no other schools in the area are integrated. We have no Negroes in the Beta Club, the scholarship organization, but I believe that's because the Negroes have not quite come up yet to the scholastic level of the whites. When integration started, the colored students were about eight months behind the white students, scholastically. Now the gap has closed to three or four months."

In the adult community, Mr. Shewmaker said, there is still contention.

"Many parents still resent integration. Twenty or twenty-five families have taken their children out of the public school system and are sending them to private or parochial schools," he said.

Mr. Shewmaker said that the two segregationist members of the school board were sending their own children to private schools.

"A lot of the parents have stopped taking part in the Parent-Teachers Association," he said. "It's pretty bad."

During the last summer, Mr. Shewmaker said, twenty-two Negroes attended school. Four Negro families supplied the majority of Negro students. Mr. Shewmaker said he did not know how many Negroes would be on hand when school resumes Monday.

School Mixing Advice Given

Times-Picayune
Mon. 7-22-57
New Orleans, La.

Obey U.S. Court Decrees, Arkansas Board Told

LITTLE ROCK, Ark., July 21 (AP) — Five attorneys retained by the Little Rock school board have advised the boafd that it must follow federal court decisions and decrees on racial integration rather than the state constitution or state laws.

The attorneys who represented the school board in the court challenge to its gradual de-segregation plan, said anyone with a "contrary conclusion" may intervene in the "suit which is still pending in the U. S. district court" or file a separate suit in the state courts asking that the board be prevented from carrying out the gradual integration plan.

Whenever the laws of a state clash with those of the United States, the former must give way," the statement said.

School directors are required by a state law to take an oath to support federal and state constitutions, the lawyers continued, so it therefore becomes "the sworn duty of school directors to conform the operations of their districts to the federal law as announced by the Supreme Court of the United States."

"Those who say state laws permitting segregation are supreme simply refuse to read that which is plainly written," they added in a reference to Article VI of the U. S. Constitution. The article states in part that the "constitution and laws of the United States which shall be made in pursuance thereof . . . shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding."

Little Rock's gradual plan was challenged by the National Association for the Advancement of Colored People, which demanded "complete and immediate" integration.

The plan, scheduled to start this fall at the high school level, was first upheld by U. S. district judge John E. Miller of Fort Smith and then by the U. S. eighth circuit court of appeals at St. Louis.

The attorneys said the suit still is "pending" because Judge Miller has retained jurisdiction to enforce the decree.

Supt. Virgil Blossom issued the school board attorneys' statement in the wake of a series of statements by the White Citizens Council here demanding that the proposed school integration be stopped. The council called on Gov. Orvil Faubus to enforce recently enacted amendments to the state constitution and state laws designed to thwart racial mixing.

Except for a non-commital comment, the governor has ignored the demands.

COUNCIL TO BATTLE FORCED INTEGRATION

Commercial Appeal
P.26
Thurs. 7-25-57

May Ask Injunction From Pulaski Court

LITTLE ROCK, July 24. — (UP)— The Little Rock Citizens Council said Wednesday it planned to ask the Pulaski Chancery Court for an injunction against the school board if officials continued with plans to "force race mixing" here this fall.

Memphis, Tenn.

Attorney Amis Guthridge, an official of the segregationist group, said he would be at a scheduled school board meeting Thursday night to get an answer to a letter of his to the board, in which he accused school officials of "trapping" white children into attending school with Negroes.

He said if the school board is "dead set to force race mixing" and will not take steps to give white students who do not wish to attend an integrated school educational facilities, he will be forced to go into court.

He said he would ask that the board be enjoined from integrating on the basis of Act 84 of the 1957 Legislature, one of a packet of segregation bills enacted. The bill provides that no white child will be forced to attend an integrated school against his wishes.

Mr. Guthridge also pointed out the state constitution provides that the state "must provide" educational facilities for all persons between the ages of 6 and 21.

In his letter to the board, Mr. Guthridge asked that a separate school be set up for those children whose parents do not want them to attend classes with Negro children.

Upon advice of the school board's attorneys, the board advised Guthridge this could not be done in keeping with the mandates of the court.

The attorneys further advised that the gradual integration plan did not give the Negroes the right to attend formerly all-white schools, according to a dispatch in a local daily. But under direct quote, the attorneys wrote: "The plan was developed to give as little integration as possible over as long a period of time as it is legally possible to have."

In a letter to Guthridge sent by the board, the school attendance area was fully covered as follows: Hall high school, with some 700 white and six Negro students; Central, with about 1,725 white and 200 Negroes; Horace Mann (Negro) with some 328 white and 625 colored students.

The letter states that under voluntary transfer, white students in the Horace Mann area can transfer to Central; and colored students in the Central and Hall areas can transfer to Horace Mann.

State Press

The letter further declares under the Little Rock "plan of gradual integration, the three high school attendance areas would have enrollments approximately as follows this September:

	W.	C.	T.
Hall HS	700	00	700
Central HS	2,053	20	2,073
Horace Mann HS	00	605	605

The attorneys also advised the board that while it is compulsory for children seven through 15 to attend scool, Act 84 of 1957 "merely relieves children and parents of compulsory attendance schools where Negroes are admitted."

Hoxie Residents Want To Belong To Walnut Ridge

Special to The Commercial Appeal

HOXIE, Ark., Aug. 3.—Residents of Hoxie will go back to the polls Saturday to consider a new proposal in the controversial "No Man's Land" district here.

It's the most heated controversy since the Hoxie school integration dispute two years ago.

The proposal up for decision concerns possible release of one block and parts of two other blocks by Hoxie. The area is a part of an addition to Hoxie but appears to be in Walnut Ridge, separated from Hoxie by farm acreage.

Residents in the district are served by the water system from Walnut Ridge and receive mail from Walnut Ridge postmen, but have no sewer system or road maintainance. These services, the residents say, can be obtained from Walnut Ridge if the area is released by Hoxie.

At a similar election in June, a light vote was cast and the proposal was turned down by 17 votes amid strained tempers on the part of some residents.

The area is in that district which separates Hoxie from Walnut Ridge. The towns are less than two miles apart and their city limits join.

The election will be held at Hoxie City Hall. Polls will open at 8:30 Saturday morning and close at 6:30 p.m. Only one box will be used.

Hoxie Mayor Mitchell Davis and a majority of the Hoxie City Council are waging a campaign against the move in the second election after remaining silent the first time. They are emphasizing the loss of revenue to Hoxie in form of state turnback taxes, city auto license fees, a percentage of gross revenue collected by a local utility and the 36-mill school tax.

Jerry Thornton, spokesman for those residing in "No Man's Land," has stated that a check of county tax books shows that property owners in area pay less than $300 per year to Hoxie in taxes.

Said Mr. Thornton: "Our plea is a simple one. We just want relief from a bad situation. We are a half a mile from the nearest Hoxie sewer line and Walnut Ridge line runs right up to the boundary. We will never be able to pay prohibitive cost of tying on to the Hoxie system."

About 100 residents reside in the area.

After Federal Court Approves. . . .

School Board Appears to Alter Integration Program

Little Rock, Ark.
Fri. 8-2-57 P. 1

In the face of federal court action making the Little Rock school board's plan of integration on the hi school level mandatory, Superintendent Virgil Blossom declares that not more than 20 Negroes will be expected to enroll at Central hi this fall. He states further that no Negroes will be enrolled in the new Hall hi school, notwithstanding the fact that eligible Negroes live in the school district, and still no whites will be enrolled in the Horace Mann school.

This integration information was clarified by the school board superintendent, along with answer to other questions on the integration posed by a pro-segregation group headed by Amis Guthridge, local pro-segregation attorney.

Guthridge who is opposed to integration, had proposed that the school board rent a building for integrated classes for the whites and Negroes who wanted to attend integrated school, thereby leaving the now all-white and all-Negro schools as they are.

HOXIE VOTE REJECTS ANNEX REFERENDUM

Commercial Appeal

Turns Down Walnut Ridge Takeover Proposal

Memphis, Tenn.
Tues. 8-6-57

HOXIE, Ark., Aug. 5.—(AP)—Hoxie voters have for the second time rejected a proposal that would allow neighboring Walnut Ridge to annex a portion of their city.

There were 144 votes Saturday against the proposition and 123 for, a total of 267 votes with a

margin of 21. In the June election, the total vote was 135, with 76 against and 59 for, a margin of 17.

The area, known as Ward's Addition, or "No Man's Land," is separated from the rest of Hoxie by farm land, but it adjoins the city limits of Walnut Ridge.

Residents have protested that the nearest Hoxie sewer line runs more than a halfmile away while a Walnut Ridge sewer is nearby. At present, home owners do not have use of a sewer system.

The area receives water from the Walnut Ridge system and mail from the Walnut Ridge post office.

Hoxie Mayor Mitchell Davis and several councilmen opposed the annexation on the grounds that Hoxie would lose taxes and state turnback funds.

Dixie Trends

Little Rock, North Little Rock Integrate

Daily World Sun. 8-18-57

Atlanta, Ga.

BY PAT J. McDONNELL

LITTLE ROCK, Ark. — (INS) — The twin cities of Little Rock and North Little Rock are moving today toward partial school integration with an outward calm, but with great official caution.

Negro students in two weeks will begin attending some classes with white students in the state's two major cities. It is a simultaneous test of two avenues of compliance with the U. S. court decision in the south.

In Little Rock, Negroes will be admitted to all high school grades under Federal Court orders. Across the Arkansas River, North Little Rock will begin gradual integration, without direct federal court compulsion, in the senior high school class.

Public officials have been extremely cautious in dealing with the controversial topic. There is no outspoken official state leadership either in behalf or in opposition to integration. The official caution mirrors public opinion, which seems sharply divided.

"I feel the thinking people of the state are convinced that, as long as the Supreme Court decision stands, integration will be inevitable," one veteran, highly-placed state official said.

"I do not think integration could be accomplished throughout the state overnight," he said, adding frankly: "Our people are not yet ready to fully accept it".

"DON'T KNOW" PUBLIC

In private conversations, public officials admit they do not know exactly how the white population will react to integration once it is underway.

There is considerable opposition to integration, in any form. White citizens' councils claim considerable public support. They have it, however, had the vocal and often vociferous support from public officials around which hard-core, all-out resistance has been built in some other southern states. The proponents of all-out resistance plan an eleventh-hour effort to win adherents late this month, with aid from Georgia's outspoken governor, Marvin Griffin.

"I would frankly hesitate to say that we can integrate without incident," one official who keeps a broad finger on the public pulse observed.

Another elected state official, refusing to be publicly identified, put it this way:

"Undoubtedly, a majority of the white people are opposed to integration. But I believe most of the citizens of Arkansas earnestly desire to see order under law maintained. If we have no outside agitators stirring up trouble, there will likely be none."

RESISTANCE OFFICIAL

Official state position is lawful resistance to the supreme court decision of 1954. Arkansas citizens, in November, auhorized the legislature to oppose encroachments on states rights by a vote of 185,374 to 146,064. Opposition to this declaration of states rights principles surprised many and may well account for what all-out segregation leaders call "like warm" endorsement of segregation from top state officials. The registered Negro vote in Arkansas is proportionately higher than in many southern states. Arkansas still has a poll tax, but no other stringent requirements to keep Negroes from voting. The Negro thus has become a political force, in both municipal and state elections.

In the Little Rock area, "lawful opposition" to integration won out by less than 2,000 votes. There were 22,774 votes for a namendment directing legislative opposition, 20,918 votes against.

It is among these voters—more of whom voted on whether or not to prohibit horse and dog racing—that the integration tests will be made next month.

Expressions of the man in the street are varied.

INTEGRATION ISSUE TO FACE COMMISSION

Commercial Appeal P. 17

Sovereignty Group Will Get Investigation Request

Sun. 8-11-57

PROTESTS ARE VOICED

Memphis Tenn.

By KENNETH JOHNSON

From The Commercial Appeal Little Rock Bureau

LITTLE ROCK, Aug. 10.—The State Sovereignty Commission probably within the next week or two will be asked to investigate the question of integrated schools here.

If the request is filed, it probably will be the first item called to the attention of the newly formed commission, and probably also will take the form of a request for the commission to take steps to block integration in Little Rock high schools.

Voted To Integrate

The Little Rock School Board voted last year to integrate classes starting this fall with the senior year. Schools re-open early next month for another term. There have been protests voiced in recent weeks, but the board has stood by its previously voted position for "gradual" integration.

Appointments to the 12-member sovereignty commission were completed week before last by Gov. Orval Faubus, who had delayed in filling three positions awaiting his action after the commission was created by this year's legislative session—with his endorsement.

A court action had been filed asking the Governor be forced to complete appointments, but he made them shortly afterward, voiding the necessity of any court hearings. The Governor insisted the court petition had nothing to do with his making the appointments.

Ready To Function

With the commission now ready to function, a spokesman who preferred to remain anonymous said Saturday the Little Rock integration question is "almost sure" to be placed before the Sovereignty Commission.

The source didn't elaborate on what the commission specifically would be asked to do. However, the commission—whose constitutionality has been questioned in some circles—was set up to assist local districts with integration problems and in general to maintain segregated classes if possible.

A petition to the Sovereignty Commission could in turn bring on court challenges of the validity of the act creating it—as some Negro groups here have indicated will be done if it attempts to act in any integration cases.

There also has been speculation that segregationist John Kasper of New Jersey and Washington, D. C., who was convicted of conspiracy in the recent Clinton contempt trial at Knoxville, might move into Little Rock to resist the school board's order.

Kasper Isn't Wanted

However, Little Rock attorney Amis Guthridge who speaks for Arkansas Citizens Councils made it clear Kasper isn't wanted.

Mr. Guthridge, who is general counsel for the Association of Citizens Councils of Arkansas, was asked if he had heard anything to the effect that Kasper might have Little Rock on his "agenda" of resisting school integration in the South.

"No, so far as I know," replied Mr. Guthridge. "Furthermore, I can speak for the Citizens Councils of Arkansas in saying that he is not wanted in Arkansas and would be unwelcome if he came. We would have nothing to do with him."

Mr. Guthridge also represents certain Little Rock school patrons who have objected to integration of schools here. However, he wouldn't comment on the possibility of Little Rock integration being placed before the Sovereignty Commission.

Governor Griffin To Speak

Commercial Appeal Memphis Tenn.

LITTLE ROCK, Aug. 10. — Gov. Marvin Griffin of Georgia will be guest speaker at a dinner here Thursday night which will seek statewide attendance from Citizens Council chapters.

The dinner will be staged by the Capital Citizens Council here. E. A. Lauderdale of Little Rock, a member, said $10-a-plate tickets are being offered for sale to the general public and members of other Citizens Council groups throughout the state.

Gov. Orval Faubus as well as the newly appointed State Sovereignty Commission which he heads will be invited, said Mr. Lauderdale.

Governor Griffin has been asked to speak on the subject of how Georgia is retaining its sovereignty, said the Little Rock businessman who heads a roofing and building materials company.

He also said the dinner will seek to raise money for an educational and publicity program for Citizens Councils in Arkansas.

14d(1) 1957

AMERICAN PSYCHIATRIC ASSOCIATION

GAIN ON BIAS SEEN BY PSYCHIATRISTS

Times 4:54 New York

Private Opinion, Even in South, Leaning Toward School Integration, Study Finds

Emma, 5-16-57

By EMMA HARRISON

Special to The New York Times.

CHICAGO, May 15—Private opinion even in the South, is more disposed toward school segregation than has been indicated, a psychiatric study showed today.

Desegregation is proceeding steadily and can be assisted by reliable and infromative reports of its success, a group of psychiatrists noted in presenting the results of the two-year study.

Compiled by more than 250 psychiatrists and social scientists throughout the country, the report analyzed desegregation cases and attitudes.

Althogh basic racial prejudices may persist for some time, it said, the over-all response is toward meeting the Supreme Court decision.

Prepared as Handbook

The Group for the Advancement of Psychiatry, an organization of 185 psychiatrists, released the report at a news conference held concurrently with sessions of the American Psychiatric Association.

It is designed as a handbook for persons working on problems of school desegregation. The first printing of 15,000 is being distributed to public officials, school administrators, parent-teacher groups and others.

The report upheld the court's contention that segregation produces psychological illness. It said it created inferiority feelings in Negroes and an unrealistic superiority feeling in whites.

Such psychological ills spread to the community and the nation, it continued. The community is faced with poor housing, high disease and death rates, crimes, delinquency and other social disruptions, it added.

The country as a whole finds itself heir to a "chronic state of tension," and the toll in human resources an international esteem is heavy, it observed.

Rational Approach

The report advised that desegregation problems be solved by understanding the social situations in which they occurred and by a rational approach to the "profoundly irrational forces that move man."

According to the psychiatrists, belief in segregation is not pathologic but can rise from many things, such as the desire for economic and political gain, childhood training and other social influences.

"Maladjusted, seriously insecure or anxiety-ridden people more in the grip of their prejudices than the average person need psychotherapy," they said.

Profound influence of racial myths and prejudices serve as a rationalization for opposing desegregation, the psychiatrists added. These provide the reason for "in" and "out" groups in society, which affect group and personal relations, they declared.

Desegregation is further complicated by fears of breaking down sexual barriers between the groups, the report found.

It suggested that the effects of desegregation should be regarded more in terms of shifts in social relationships between Negroes and whites, rather than in terms of intermarriage.

Eventual, it predicted, integration will not alter the course of biological mixing of the population, but will bring about a psychosocial realignment.

The importance of attitude changes on desegration were reviewed. The report distinguished between public and private attitudes, showing that there was often a discrepancy between public avowals and private sentiments. Thus, it said, those who believe in segregation may defer to the law or to public opinion; those who avowedly oppose it may do so also because of social pressure.

Little Rock Nine Enters 11th Week Of Classes at Chs

State Press
Little Rock, Ark.
Fri. 12-6-57

The nine Negroes started on their eleventh week of integrated classes Monday at Central hi school, undr the protection of the federalized national guards. Monday was the first school day for the Negroes since the withdrawal of the 101st paratroopers. And according to reports, there were no incidents.

The reports of an organized demonstration by the Mothers league of Central hi, Monday morning, didn't take place. The army consisting of federalized units of the Arkansas national guard, had been alerted, and according to a report, was standing by.

The small force of the federalized men were at their posts as usual.

The Negro students were barred from entering school for integrated classe, September 3 by the Arkansas national guards, called out and placed around the school by Governor Faubus. After restraining orders against the governor preventing him from interferring with the court approved plan of the school board were issued, the governor removed the guards. The Negroes attempted to enter the school again under the protection of city officers three weeks later, September 23. This was the day that mob violence enveloped Little Rock, and the children were taken from the school under the protection of police officers, after it became evident that the mob of people had grown out of control of law enforcement officers.

September 24, President Eisenhower sent troops into the city with Major General Edwin Walker in charge, to escort and protect the nine Negroes in and out of school in compliance of federal orders. September 25, the troops escorted the children to school and guarded them in their class rooms, which was their first day of class since the fall term opened.

After several weeks of study for the Negro children under the protection of the 101st paratroopers, federalized national guards were gradually assigned to duty at the school. Last week the last of the 101st paratroopers were returned to their base in Fort Campbell, Kentucky, leaving the guards in complete control of the protection of the Negro students.

Six of Nine Who Walk Alone at Little Rock

—Associated Press Newsfeatures photo.

THREATS, SOCIAL PRESSURES AND LONELINESS have been the fate of the nine Negro students who entered forcibly integrated Little Rock Central High school (center) last September. The six of them pictured are (from left, top) Gloria Ray, Terrance Roberts, Melba Pattillo, (bottom) Jefferson Thomas, Carlotta Walls and Thelma Mothershed. Since the nine enrolled at the school, 27 white students have dropped out, transferred or been expelled.

Sat-12-7

Defender p 3 Chicago Ill.

THE NINE NEGRO children attending Little Rock Central high school, Little Rock, Ark., attend a Thanksgiving dinner given by Mr. and Mrs. L. C. Bates. Mrs. Bates (facing camera at left) is president of the Arkansas Chapter, NAACP. Students facing camera are (from left) Jefferson Thomas, Elizabeth Eckford and Ernest Greene. All the remaining Army units were pulled out of Little Rock on Thanksgiving eve, leaving only a small number of National Guard Troops on duty at the strife - torn school. INP Soundphoto

6 FREED IN LITTLE ROCK DISTURBANCES
Five men dismissed by Judge Harry C.Robinson
One dropped by the State

Six in Little Rock School Row Freed

By the Associated Press

LITTLE ROCK, Nov. 20.—Six persons, arrested outside Central High School during integration-inspired disturbances Sept. 24, were cleared in municipal court today.

Five men were dismissed by Jupdge Harry C. Robinson after a warning. The sixth case was dropped by the state. All six had been booked for disturbing the peace.

Police testified the five disregarded orders to "move on."

The disturbances brought federal paratroopers to Little Rock to enforce the court-ordered attendance of nine Negro students at Central and federalized the Arkansas National Guard. The Army announced yesterday that the remaining 225 Regulars here would be removed Wednesday and that duty at the school would be turned over entirely to Guardsmen.

you with this admonition—don't go back there."

Police testified the five were arrested after they disregarded orders to "move on."

The announcement that the last of Federal troops assigned to enforce court-ordered attendance of nine Negro students at Central High would be withdrawn today drew from Gov. Orval Faubus a statement that leaving to National Gaurdsmen the "distasteful" task of enforcing integration was "very, very unfair."

Mrs. L. C. Bates, state president of the National Association for the Advancement of Colored People, indicated she questioned the wisdom of withdrawing the paratroopers.

6 Are Freed In Little Rock Disturbances

LITTLE ROCK, Ark., Nov. 20 20 (AP).—Six persons, arrested outside Central High School during integration-inspired disturbances on Sept. 24, were cleared in Municipal Court today.

Charges against five men dismissed by Judge Harry C. Robinson after a warning. The sixth case was dropped by the state. All six defendants had been booked for disturbing the peace.

Faubus Statement

Judge Robinson told the five: "The way I look at it, you didn't have any business out there (at the school), but apparently you didn't do anything, so I'm going to pardon

Group Cleared in Little Rock

Judge Warns Five in Mixing-Inspired Cases

LITTLE ROCK, Ark., Nov. 20 (AP)—Six persons, arrested outside Little Rock Central High school during integration-inspired disturbances on Sept. 24, were cleared in municipal court Wednesday.

Five men were dismissed by Judge Harry C. Robinson after a warning. The sixth case was dropped by the state. All six defendants had been booked for disturbing the peace.

Robinson told the five:

"The way I look at it you didn't have any business out there (at the school), but apparently you didn't do anything, so I'm going to pardon you with this admonition—don't go back out there."

Police testified the five were arrested after they disregarded orders to "move on."

The five were booked as Charles Wilkerson, Arthur J. Bickle, W. T. Pardom, William Johnson and W. R. Faulk. The defendant whose case was dropped by the state was Bill Penner. All live in or near Little Rock.

All are white.

Robinson, Wednesday, also dismissed, after hearings, eight persons who were arrested some distance from Central as a result of incidents which had no direct connection with the school disturbances but which may have stemmed from the racial tension in the city at the time.

Five were white airmen from nearby Little Rock Air Force Base, who had been charged with loitering, and three were Little Rock Negroes, charged with disturbing the peace.

Other court cases growing out of the integration dispute here are to be tried later. All defendants are charged with misdemeanors.

integration in public schools in the South.

Hays said he wanted to "put in statutory form a suspension of judicial procedures so that we can re-evaluate and re-examine this issue."

He did not indicate what form any proposed legislation might take.

Appearing before an Arkansas State Chamber of Commerce congressional forum, Hays was asked if Congress planned to do anything to prevent "legislating by the Supreme Court."

Before mentioning proposed legislation, Hays said that he had a "very reverent feeling" about the U.S. judicial system and mentioned several instances in which the court had made what he considered to be very wise decisions.

He said Congress could not directly change any Supreme Court action involving a constitutional question. But he said Congress in the past had taken corrective action whenever it felt the Supreme Court had tried to set a national policy. The court has ruled compulsory school segregation unlawful."

CENTRAL HIGH TROOPS ARE REDUCED TO 432

Cut In National Guard Force Effective Wednesday

350 NOW IN SCHOOL

By KENNETH JOHNSON

From The Commercial Appeal, Little Rock Bureau

LITTLE ROCK, Dec. 13. — Army officials Friday announced a further reduction in the number of Arkansas National Guardsmen being held in Federal service to enforce integration orders at Central High School.

Secretary of the Army Wilber M. Bruckner announced in Washington the number on duty will be reduced from 950 to 432 effective Wednesday, when the school recesses for a two-weeks Christmas and New Year holiday.

Following up on his announcement, spokesmen for the Arkansas Military District here said processing work in releasing Guardsmen was getting under way, and that release back to private life will be done on "an individual basis."

Some May Be Kept

That means, a spokesman explained, that even though unit releases are authorized, some members of the released units still may be kept on among the 432 who will continue under "federalized" status.

The announcement was accompanied by a charge from Mrs. Margaret Jackson, president of the Mothers League of Central High School, that Mrs. Daisy Bates, Negro president of the Arkansas chapter of the National Association for the Advancement of Colored People, had been allowed to question white students.

Mrs. Jackson said she had been reliably informed that the NAACP leader had been allowed to question at least one white student over a "kicking incident" which occurred between a white and a Negro girl student during a gym period.

Report 'Unfounded'

School principal J. W. Matthews called the report unfounded. He said the only time Mrs. Bates had appeared in his office was when she accompanied the mother of a Negro girl on another matter, and that he didn't know in advance she was coming.

He said there had been a "minor incident" during one of the gym classes recently, but that there had been no interviews or reprimands against either white or Negro students involved.

The Guard reduction order was the latest in a series of "gradual" cuts in military force at the school. The entire National Guard was federalized in late September when President Eisenhower sent United States Army troops here.

'A Most Terrifying Day'

BY ELIZABETH M. OLIVER
Staff Correspondent

LITTLE ROCK, Ark. — "I would prefer that the Federal troops replace the Arkansas National Guard at once.

"Unless the National Guard is instructed to protect the children and do a better job than they did Tuesday, they (the pupils) will not go."

Mrs. Daisy Bates, state president of the NAACP, made the above statement to the AFRO on Wednesday: the day after the nine children at Central High School here experienced what she called a "terrifying day."

* * *

HER EXPRESSION was solemn and she exhibited great concern as she revealed that on Tuesday, Minnie Brown, 15, was threatened with a knife.

The unidentified pupil shoved the knife in her face and told her, "If you don't move your locker by tomorrow morning, I'm going to get you. You will wish you had moved it."

Following the incident, which was reported to Miss Brown's homeroom teacher, school officials attempted to find the pupil, who made the threats, Mrs. Bates said.

* * *

AMONG THE incidents which constitute the nine children's "worst day" was the showering of the pupils with pencils, spitballs and rocks from the gravel on the school yard.

This incident, Mrs. Bates said, took place in halls of the school as the classes go from room to room at the change of the period.

Mrs. Bates said that all nine children said their experience was terrifying.

She continued: "And name-calling? Why you would hardly believe that children knew, much less used such words."

The principal, Jesse Matthews, and the entire faculty have been cooperative, Mrs. Bates said, and have issued warnings that pupils caught or identified as threatening the nine children will be severely handled by school authorities.

* * *

THREATS REPORTED by the colored kids ranged from "I'll get you" to offers to do them bodily harm, if they returned to school.

Pupils also shoved the nine children, pushed them and bumped into them. They reported that one pupil said another male pupil trampled her feet and then fell heavily against her.

"While the Federal troops (101st Airborne) were there we had no such business as went on yesterday.

"These state troopers are not handling the job effectively. You can tell it at once. They have not had the training, nor have they been instructed to protect the children."

* * *

ASKED IF the nine pupils had been instructed how to take care of the trouble as it arises, Mrs. Bates said:

"They have been told by school authorities that they should try to identify the offenders and report all such persons to the homeroom teacher.

"They have been instructed not to get 'trapped' in any situation where gangs may approach them.

"They have been told to ignore name calling, but to report physical injuries at once."

* * *

CONCERNING THE incident reported on Tuesday morning that Miss Brown's books had been knocked from her arms by a male pupil, NAACP's Clarence Laws said:

"It may have been an accident. She may have dropped them, but according to the student's report:

" 'Someone bumped into her.' "

At the headquarters of the Arkansas Military District, however, on Tuesday, Capt. James E. Smith told the AFRO that the pupil has "butter fingers" and seems "to drop her books every day."

* * *

CAPTAIN SMITH also announced that the 101st Airborne would resume night watch beginning 7 p.m. Tuesday.

On Wednesday the Arkansas Guard again took over school duty at Central High and with reduced forces of 200 troops, Captain Smith said.

He also stated that there was one company of paratroopers of the 101st Airborne on hand.

* * *

AT HER HOME on Wednesday morning, Mrs. Bates and Mr. Laws, who is field secretary of the NAACP, told the AFRO that the number of threats coming to her and her husband had increased.

While I was there at her home, Mrs. Bates, who always answers the phone herself, was told her home will be bombed. She has been instructed to ring immediately to have such calls traced, she said.

Threats come in constantly by mail and by phone, she said.

Most of them are threats to bomb the house, throw lye in her face or "kill her and her husband."

Many persons tell her over the phone; "You will not live through the night."

Asked if she had protection, Mrs. Bates refused to reveal what source it comes from, but she did say: "Yes, things are covered."

BOTH MRS. BATES and Mr. Laws work closely with the FBI and with other law enforcement agencies.

FBI headquarters here told the AFRO on Wednesday:

"We have not made positive identification of some persons for whom we are searching, but we expect something soon."

Asked if they have leaders of the mob action yet, the FBI refused any comment, except to say that the investigation is progressing "satisfactorily."

* * *

AS THE pupils walked into the side entrance unescorted at 8:30 am. Wednesday, they were greeted with loud jeering and epithets. "Chicken!" called out some pupils. "Why didn't you go in the front door?"

A hundred or more children congregate on the front steps before colored children arrive in order to jeer them.

As long as Federal troops were on guard, there were no ugly eipthets and threats. month through May 13, 1958. Admission is free.

VOTE GOVERNOR POWER TO SHUT TEXAS SCHOOLS

Austin, Tex., Nov. 26 (AP)—A bil lgiving the governor full power to close schools threatened with occupation by troops was passed by the Texas state house of representatives today and sent to Gov. Price Daniel's desk.

The vote was 115 to 26 in favor of the measure, which won approval in the senate last week after overcoming a filibuster.

The bill would require the governor to close a school when the local school board certified to him that the threat of violence was such that troops might be called in. The legislation is an outgrowth of the Little Rock racial integration trouble.

Last G. I.s Quit Little Rock, Guards Remain

Segregationist Predicts 'Bloodshed' When 'All Troops Leave'

By Walter Lister Jr.

LITTLE ROCK, Ark., Nov 27.—The sixty-four-day paratroop phase of the Little Rock integration campaign ended today, but extreme segregationist opposition at Arkansas remains "occupied" as long as any of the National Guardsmen are under Federal control.

Mrs. Margaret Jackson, president of the Mothers League of America, predicted that there will be bloodshed—"probably white blood"—whenever "all" troops are removed from Central High School. She expects no trouble until then.

Nine Negro pupils have been attending classes at Central High since Sept. 25, the day paratroops of the 101st Airborne Division's 327th Battle Group used fixed bayonets to disperse segregation extremists from the school area. Federal forces were gradually reduced until, as of last Friday, only a dozen National Guardsmen have been on active patrol at Central High.

N. A. A. C. P. View

Speaking for the Negro pupils, Mrs. Daisey Bates, president of the Arkansas branch of the National Association for the Advancement of Colored People, said: "We have confidence that the Federalized National Guard will provide the necessary protection."

Mrs. Bates was less confident that the eventual withdrawal of the Guardsmen might not precipitate some such disturbance as the Sept. 23 mok of 800 hysterical white supremists who forced city officials to call off integration that day. The collapse of local law enforcement led to Federalization of the 10,500-man National Guard and the arrival of 1,000 Federal troops the next evening.

Maj. Chester R. Smith, commander of the last contingent of paratroopers in Arkansas, described their sixty-four-day sojourn here as "just a duty." As operations officer of the 327th Battle Group, Maj. Smith regretted the interference with training schedules. Because of Little Rock, the 327th was canceled out of the All America Exercise against the 82d Airborne Division at Fort Bragg next week.

Eight officers and 182 enlisted men of the 327th flew back to Fort Campbell, Ky., today in six Air Force C-123s. The last of the troop carriers took off from Little Rock Air Force Base at 11:05 a.m. for the two-hour flight to Kentucky.

Faubus Reiterates

Gov. Orval Faubus, who used the National Guard to prevent integration for the first three weeks of school here, rested today on a previous statement that it was "very very unfair" to saddle Arkansas National Guardsmen with the "distasteful" task of enforcing integration.

Gov. Faubue had said he will never use National Guardsmen or state police to guard Negro pupils in Central High.

The Federalized National Guardsmen were on duty today at Central High. There was no disturbance inside and virtually no passers-by by paused even to gawk.

In contrast, hundreds of segregationists had gathered outside Central during the first days of school, more or less to make sure that 400-odd National Guardsmen, assigned there by Gov. Fabus to keep Negro pupils out, performed their appointed task. Gov. Faubus withdrew the Guardsmen after Federal Judge Ronald N. Davies ordered him to stop using them to flout Federal court orders for immediate integration.

U.S. TROOPS TO QUIT ARKANSAS NOV. 27

Brucker Cites Stability in Little Rock—Guardsmen Will Patrol School

By JACK RAYMOND

Special to The New York Times.

WASHINGTON, Nov. 19—The Army announced today that all regular troops would be withdrawn from Little Rock, Ark., Nov. 27, the day before Thanksgiving.

Enforcement of school desegregation at Central High School will continue to be carried out by 900 men of the 153d Arkansas National Guard Regiment, in Federal duty status. Maj. Gen. Edwin Walker of the Army's Arkansas Military District will remain in command.

Wilber M. Brucker, Secretary of the Army, said that the last 225 troopers of the 101st Airborne Division could be withdrawn from Little Rock because of the "continuing stability" of the situation there.

This was a reference to the calm that was imposed by the Army eight weeks ago, after disorders occurred when Negro students attempted to attend classes.

The original force at Central High School was drawn from 1,000 paratroopers who were flown in from Fort Campbell, Ky. In addition, 10,500 members of the Air and Army National Guard were placed in Federal duty status by order of President Eisenhower.

Faubus-Used Troops

The President acted to enforce a Federal court order seeking to end racial desegregation in the Little Rock school. Earlier, Fov. Orval E. Faubus of Arkansas had used Federal Guard troops to keep order by preventing nine Negro students from attending classes.

Since Sept. 24, the troops on duty at Little Rock have been reduced gradually. The Regular Army force was cut to 500 on Oct. 14, and to 225 on Nov. 6. Meanwhile, all but 900 Guardsmen were taken off duty.

The decision announced today reflected the views of Justice Department officials that no clear-cut solution to the school desegregation problem in Little Rock was possible, in view of Governor Faubus's attitude.

The Arkansas Governor has opposed Federal proposals for carrying out the court decisions ordering an end to racial segregation in Little Rock Central High School.

It had been hoped here that some formula for working out a plan to accommodate some of Governor Faubus' objections would develop even after efforts prior to the Sept. 24 troop action had failed.

An Exmaple Sought

A solution at Little Rock, it had been hoped, would be an example for other desegregation situations in the South.

It is now believed that the best thing for the Administration to do is to pull the troops out of Little Rock as quietly as possible in the belief that disorders there will not be renewed.

While the Federal forces have been on duty at Little Rock, rioting outside the school has ceased. However, there have been reports of cuffings of one or two of the Negro students in the corridors on school days.

FBI data to be given grand jury

By ELIZABETH M. OLIVER
AFRO Staff Correspondent

LITTLE ROCK, Ark.—Leaders of the raging mob which forced President Eisenhower to dispatch soldiers here, are due for a rude surprise.

The Department of Justice, armed with shocking data gathered by an army of FBI agents, aided by local detectives, is laying plans to seek indictments from a special session of a Federal grand jury.

This was learned here over the weekend as a stalemate developed in this historic contest between Federal vs. states rights.

* * *

THE INTENSIVE investigation has been directed by St. John Barrett, head of the civil rights section of the Department of Justice's criminal division.

Mr. Barrett feels that he has sufficient evidence to prove that the mob outbreaks here were deliberately planned and executed by chosen agitators, many of them from outside of the state.

The Federal grand jury, when summoned, will be asked to indict the leaders of the mob for conspiracy to deprive any citizen of civil rights.

* * *

IF CONVICTED, the mobsters would face a sentence up to 10 years in prison and a $5,000 fine.

Some eight or ten persons are expected to be named in the indictments to be sought under Title 18 of the Criminal Code, Section 241, which is entitled "conspiracey against rights of citizens."

Persons named in the conspiracy warrants are not restricted by the injunction issued by U.S. Judge Ronald Davies from interfering with integration of Central High, it was explained.

* * *

THOSE NAMED in the injunction, who persisted in creating trouble at Central, will be brought before Judge Davies, upon his return to Little Rock, on contempt of court charges.

They would not be entitled to a jury trial and could be sentenced to a maximum of a year in prison and a $1,000 fined.

Meanwhile it becomes increasingly evident that the segregationists had changed their strategy since the coming of the tough members of the 101st Airborne Division.

Instead of creating disturbances on the outside of Central High, the plan now appears to be to inflict torment on the nine colored students in the corridors and classrooms of the school.

* * *

THIS WAS disclosed Wednesday after the federalized Arkansas National Guardsmen replaced paratroopers as guards in the schools halls.

The change apparently was the signal for students encouraged by Klansmen and White Citizen Council members to begin terrorizing the children.

An eyewitness, distressed by the turn of events, told the AFRO:

"I fell on my knees and cried to God."

This witness explained the repeated dropping of books by the six girls. The students, he said, were attempting to use the books as shields as a defense against their attackers, who developed a technique of knocking the books from their arms.

"All the time the offenders were uttering sex words and filth unlike anything I have ever heard before," the witness said.

* * *

HE DESCRIBED the look on the faces of the handful of white students as "one of brutal intent, of mad men, of brutes."

The sudden outbreak of incidents in the school was climaxed with the kicking of the three colored boys by two youngsters, who were subsequently expelled from school by the principal.

The two expelled boys, described as "blond and freckle-faced" admitted that they had struck the colored boys with their fists, but were unable to knock them down.

Because the National Guardsmen on duty failed to interfere, they were replaced on Thursday by members of the 101st Airborne Division.

* * *

THURSDAY WAS the day scores of Klansmen, White Citizens Councilmen and a group of Central High mothers had set for a mass walkout from the school.

A house to house telephone campaign had been conducted all day and far into the night on Wednesday.

Just before dawn, one of the segregationists had placed a stuffed dummy effigy of a colored child high in a tree in preparation for what they hoped would be a wholesale boycott by the white students.

To the amazement of the segregationists fewer than 60 students joined the walkout when the nine o'clock bell was sounded. The bell was to have been the signal for the demonstration.

Obviously disappointed that so few joined the exodus, the youthful segregationists kept yelling "Come on out, you dirty chickens, come on out."

* * *

TO CREATE further diversion, one of the students climbed into the tree and dropped the colored effigy which had been hung before dawn.

While the "braver" of the young segregationists kicked the dummy and another plunged a knife in its back, a third ignited the figure with a match.

Sixty guardsmen, rifles across their chest, advanced on the assembled student mob and drove them back.

An officer snatched the burning effigy from the tree and stomped out the blaze.

As the students were pushed back from the general area of the school, barricades were restored at each end of the street for the third time.

* * *

ONE OF THE girls, who identified herself as Annette Harper, 15, was carried to the principal's office by two soldiers when she refused to obey orders.

When released to her mother later, she told newsmen that she had been expelled by the principal J. W. Matthews.

Mr. Matthews latter announced that the names of the students who walked out had been compiled and that they were being suspended for three days. None will be re-admitted without a written application, he said.

* * *

AT WASHINGTON, the Department of Justice Saturday disclosed it was debating public release of the FBI report on the Little Rock situation.

Maryland's Governor Theodore McKeldin, who was one of the four Southern governors who sought a settlement of the issue in a historic White House conference with President Eisenhower, had urged that the report be made public.

The report, it was hinted, would lay bare the conspiracy, reaching all the way to high places, that was behind the Little Rock outbreak.

14d(1) 1957

ARKANSAS

4 Bills To Keep Segregation Offered In Arkansas House

From The Commercial Appeal, Little Rock Bureau

LITTLE ROCK, Feb. 11.—Four House bills aimed at maintaining segregated schools and bearing the endorsement of Gov. Orval Faubus were introduced late Monday afternoon in the General Assembly.

The bills bore the names of Representative Lucien Rogers of Earle and 26 other House members.

The proposals would create a state Sovereignty Commission, repeal the state's compulsory school attendance law, require a strict accounting of funds and activities from such "non-profit" organizations as the National Association of the Advancement of Colored People, and give local school districts authority to hire legal counsel to represent school officials in legal proceedings.

The NAACP wasn't mentioned by name, but Governor Faubus said Saturday, when first disclosure was made on the intended legislation, that one of the bills would make it possible to regulate the NAACP—and perhaps even to outlaw it in the state if it didn't meet the proposal's requirements.

Emergency Clauses

All four of the proposals contain emergency clauses, and all were put "on the calendar," meaning they can be called up for a vote at once without having first to go through a committee.

The Governor said he had agreed to "go along" with the measures.

"I'll go along with them, because I think they seek to be fair and moderate and just in dealing with the integration problem," he said.

The proposed state Sovereignty Commission would be made up of the Governor, the attorney general, the lieutenant governor, speaker of the House of Representatives, three citizens from the state, two members of the state Senate and three members of the House of Representatives—making a total membership of 12.

The commission would be charged with doing all "necessary and proper to protect the sovereignty of the State of Arkansas and her sister states from encroachment thereon by the Federal Government."

Could Get Legal Aid

School districts or "any citizen of the state" could receive legal assistance in matters "relating to the co-mingling of races in the public schools of the state."

The bill, which would regulate such organizations as the NAACP, could apply also to any organization which opposed "any proposed or pending legislation which is designed to maintain and preserve inviolate the rights of the State of Arkansas to control and operate its own domestic institutions according to its own judgment."

A strict accounting of contributions of such organizations would be required, with periodic reports to be made to the state Sovereignty Commission.

The briefest of the measures was the one which would repeal the state's compulsory attendance law. That proposal would write into law the provision that "no child in the State of Arkansas shall be required to enroll in or attend any school wherein both white and Negro children are enrolled."

Opinion On Proposals

Governor Faubus said in his opinion districts which have started integration would not be affected, such as in Little Rock where a plan of "gradual integration" is now in effect for the city's public schools.

"The legislation will, however, assist those who feel they do not wish to integrate. It will carry out the will of the people voted in the November general election, and leave the final decision on integration in the hands of the local school districts," he said.

The Governor was referring to a pupil assignment act and two interposition resolutions voters adopted in November.

Governor Faubus about-faces on school integration issue

LITTLE ROCK, Ark. (ANP)—Orval Faubus, reelected last summer to his second term as governor of Arkansas on a platform of moderation in the school segregation battle, did an about-face here last week.

He announced that four far-reaching proposals to preserve the state's segregated schools have his blessing.

The measures, now in the state's House of Representatives, were introduced by Rep. Lucien C. Rogers of Crittenden County and 26 other representatives from counties in the eastern part of the state with heavy colored populations.

One of the bills, patterned after a Mississippi example, would create a state sovereignty commission to fight integration in education.

* * *

ANOTHER WOULD, in effect, repeal the compulsory school attendance law—ultimately leading to the closing down of public schools in the event of integration.

A third bill, exemplifying the punitive spirit which would prevail against those favoring integration, provides for the outlawing of the NAACP and similar organizations — but particularly the NAACP.

Though it was known legislators of the eastern section of the state were actively fighting attempts to integrate schools, the governor's about-face came as a complete surprise.

Faubus, during his first term in office, had followed the policy laid down by his predecessor Francis Cherry, of leaving the problems raised by the U.S. Supreme Court decision on school segregation up to the local school districts.

* * *

WHEN HE sought re-election last year, he campaigned for and on this same policy against an opponent who had bitterly attacked the administration for refusing to adopt extremist tactics employed in the Deep South states of Mississippi and Georgia.

As a matter of fact, in his inaugural address last January, Faubus restated this policy by saying:

"These matters must be left to the will of the people in the various districts. The people must decide on the basis of what is best as a whole for each particular area."

At the press conference last week announcing his stand on the measures now before the House, he termed them "fair, moderate and just." He maintained the bills would still enable school districts to integrate if they wanted to.

"The bills will not interfere with the free choice of any district to integrate or not to integrate," he said.

The Arkansas Gazette, white daily in its editorial comment Feb. 11, under the caption "Behind the Bills on Race Segregation," lampooned the governor for his switch in policy.

RACE ISSUE DECLINES IN ARKANSAS RACES

Four School Board Elections May Be Affected

By The Associated Press

Segregation has not been a prominent issue in campaigns for school board positions in Arkansas, but there are racial overtones in at least four of the many districts which will hold elections today.

The Save Our Schools Committee, which is opposed to integration, is backing two school board candidates in Little Rock and one in North Little Rock.

The Little Rock School Board already has advanced a plan for gradual integration, and the North Little Rock board has indicated integration will begin there next fall.

Committee - backed candidates have said that integration is "the issue" while other candidates have said that they do not believe in "defiance" of the law. Campaign activity in the two Central Arkansas cities has been about normal — very little advertising and little mention of issues.

Integration has not been mentioned in the race for a school board position in cosmopolitan Hot Springs, although a Negro bathhouse attendant, W. C. Nolan, is seeking the job. Other candidates are Dale H. Cook and David E. Hurst, both white men.

The issue was a like one a year ago in Hoxie, where a few Negro students were integrated into the system in 1955, but there has been no mention of the subject during the current campaign.

Enos Nicholas, an avowed segregationist who won a one-year term last year, is opposed by A. C. Cates, who has not revealed his position on the subject.

Of the five members of the board which ordered integration in Hoxie, three still are serving.

EXODUS OF TEACHERS FROM ARKANSAS ENDS

Prospect Of Higher Salaries Called Reason

From The Commercial Appeal
Little Rock Bureau

LITTLE ROCK, May 6.—Arkansas schoolteachers are signing up much more readily for next year's teaching contracts than in previous years, Education Commissioner Arch Ford disclosed Monday.

The big reason, he said, is the additional money voted for teacher salaries early this year.

Mr. Ford said school superintendents are having "comparatively little difficulty" getting their faculties rounded out for the next school term starting in September.

Signing Up Teachers

Most districts sign up their next year's faculties at the end of every school term and are now in process of doing that again, the commissioner explained.

One additional school funds voted by this year's Legislature will take effect in September—the start of the 1957-58 school term.

The General Assembly voted about 13 million dollars in extra funds for the public schools and directed that 90 per cent of that go for teacher salary increases.

Gov. Orval Faubus, who backed the teacher salary increases with a new tax program, has predicted that teachers will get an "average" salary increase of $800 a year.

Vote Is Sought

Commissioner Ford said that even though an attempt now is under way to refer the sales tax increase (from two to three per cent) to popular vote, teachers appear to be counting heavily on the salary increase becoming a reality.

He said districts are reporting to him that the teacher "exodus" has slowed down and that "with but a few exceptions, they're not experiencing any difficulty in getting their faculties set for next year."

The commissioner noted that in the past few years, there have been heavy teacher departures from the state as the school year ended.

Alex Washburn, Hope newspaper publisher, is heading the movement to refer the sales tax increase to a vote of the people. Mr. Washburn wants to force the sales tax rate back to the previous two per cent.

The Governor has warned that if that is done, school teachers would be denied their salary increases and his entire legislative program of this year would be wrecked.

QUALITY IN DIXIE SCHOOLS URGED

Better Education Is Held South's Top Need

LITTLE ROCK, Ark., May 19 (AP) — Half a dozen speakers agreed at an educational meeting here Sunday that the South has gained quantity in education and now must strive for quality.

The opinion was reached in the concluding session of the 2-day meeting of the southern region, National Citizens Council for Better Schools. Sixty-three education-minded leaders from 13

states attended.

Concern for quality in education was stressed especially in a panel discussion moderated by Hodding Carter, Pulitzer prize-winning editor of the Delta Democrat-Times of Greenville, Miss. On the panel were Sen. J. W. Fulbright (D-Ark.); Harry S. Ashmore, executive editor of the Arkansas Gazette; Dr. John M. Peterson of the industrial research and development center at the University of Arkansas, and C. B. Gillmore, attorney of Grove Hill, Ala.

Better education should transcend any consideration of "earning power" and "industrialization," the speakers held.

Carter related how his city lost a good industrial prospect because a rival Midwestern city offered a better educational and cultural cliamte.

Ashmore said an Arkansas city lost one for the same reason. He added that the company's top officials refused to consider relocating in a town with a poor educational atmosphere.

Fulbright called for "some way of selective education" whereby outstanding students would be picked out and given training fitted to their talents.

Gilmore said the Autherine Lucy incident at the University of Alabama was evidence that people needed to be educated more in understanding and tolerance. Miss Lucy's enrolling at the school led to mobs at Tuscaloosa, Ala.

Dr. Henry H. Hill, whose speech concluded the meeting, said he looked forward to a time when "a whole host of Yankees" would come South for their education, as much of the nation now sends its young persons to the East for training.

Anti-Negro Group Plans Program to Keep School Jimcro

State Press p. 1
Little Rock, Ark.
Fri. 6-7-57

Robert Ewing Brown, president of the Capital Citizens' council, and program director of KTHV was quoted as saying last week that the council would oppose entry of Negroes into white schools.

Under the jurisdiction of the federal court, the Little Rock school board will begin school integration on the senior hi school level in September.

The anti-Negro group's president stated, according to a dispatch, that there was no need for race mixing in schools. He insisted though that the prosegregationists' opposition would be law abiding.

Brown is quoted as saying that his group would educate the public thru propaganda and information as to their legal rights under the law.

Brown said the Negroes have ample and fine schools here and there is no need for this problem except to satisfy the aims of a few white and Negro revolutionaries.

"The Citizens' council wants it known that it will oppose vigorously Negro entry into our white schools in September," he said, "by getting the solution to the parents in every way that it can—"by mail, handing out literature,—by the press, radio, television and by word of mouth."

Brown blamed Governor Faubus for aiding integrationists by his silence. He said the governor people against mixed schools promised last year to protect the

"I wrote to the governor and asked him to act to solve the problem. To date I have had no answer from him," Brown said. "As the head of the state, Mr. Faubus can order the two races to attend their own schools. By doing this he can avoid a calami-

ty in Little Rock this fall."

Fort Smith Set to Take Action on Integration

State Press
Little Rock, Ark.
Fri. 6-7-57

The School board of Ft. Smith public schools is expected to take action on a proposed integration plan at a meeting June 24.

A motion was placed before the board at its last meeting to begin the integration program Sept. 1, 1957, but a final vote was delayed because of the absence of two board members. Following is the proposed integration policy o which action is pending:

1. First grade students would be enrolled in September without regard to race or color.

2. Each succeeding year, the 1st grade would continue to integrate as the progressing integrated classes rose through grade school, junior high, and high school, completing the full integration

3. Ft. Smith would be divided into school districts. If a Negro child lived in a white school district he would be allowed to enroll in the white school. If the child desired to continue going outside his district to a segregated school. he could.

4. No child shall be forced to attend a school in which his race or color would be in minority

SEGREGATIONIST PLEA REJECTED BY BOARD

Commercial Appeal
Sun, 7-28-57
Memphis, Tenn.

All-White School In Little Rock Is Denied

WOULD VIOLATE DECREE

By The Associated Press

LITTLE ROCK, July 27.—The Little Rock School Board, which plans limited high school integration this fall, Saturday rejected a segregationist plea for at least one all-white school.

At the same time the board said "social functions which would involve race mixing will not be held."

The lengthy statements were the long-promised answers to questions by attorney Amis Guthridge and the Rev. Wesley Pruden, a Baptist minister.

Mr. Guthridge had proposed that the board rent a building for students desiring to attend integrated classes, leaving the city's three high schools either all-white or all-Negro.

Violates Decree

The board replied that maintenance of any "segregated school" plainly violates the decree of the United States District Court."

Fourth Arkansas town sets integration for fall

Afro-American
Sat. 7-13-57
Baltimore, Md.

OZARK, Ark. — Three colored pupils will be enrolled in the formerly all-white Ozark High School when it opens this fall, according to school superintendent R. L. Graves.

Superintendent Graves said that the plan to desegregate the school is "a matter of economics" since the town has been paying $400 annually to transport its colored pupils 38 miles to Fort Smith.

He estimated that there will never be more than six colored pupils enrolled in the high school at one time. Ozark High is the fourth Arkansas public school to announce plans for desegregation in the fall. Others are Little Rock, North Little Rock and Fort Smith.

Hoxie, Fayetteville, Charleston and Hot Springs have had some integrated classes for a year or more. Van Buren is under Federal court orders to desegregate in the fall.

Federal courts have upheld the School Board's gradual integration plan and the National Association for the Advancement of Colored People has withdrawn its earlier legal demand for total and immediate integration.

The Rev. Mr. Pruden's questions dealt with the social consequences of planned race mixing.

The Baptist pastor had asked seven questions, ranging from whether Negro boys would be permitted "to solicit white girls for dances" to whether "tender love scenes" in dramatic classes would be acted on a mixed racial basis.

The board said in reference to the dramatic classes that "the situation pictured in this question cannot arise. Teachers can and will avoid any such problem."

20 To Enroll

The board told Mr. Guthridge its plan "was developed to give as little integration as possible over as long a period of time as . . . legally possible."

The board said probably about 20 Negroes would be enrolled in Central High School, none in the new Hall High School and that no white students would be at Horace Mann (Negro) High School this September.

Mr. Guthridge had charged that white students who did not want to integrate had no recourse under the plan.

The board said students of a minority race in a given school could transfer. This would apply to whites in a Negro school area but not to whites who predominate in an integrated school.

Gradual Integration Plan For Little Rock Is Upheld

Constitution P 2
Atlanta, Ga. Tues. 4-30-57

LITTLE ROCK, Ark., April 29 (AP)—The U. S. Eighth Circuit Court of Appeals today gave its approval to the Little Rock school board's plan for gradual integration and School Supt. Virgil Blossom said that the first phase of the program would begin on schedule next fall.

A suit filed on behalf of 32 Negro children last year had asked for immediate racial integration in all public schools. The suit was filed after Blossom had announced the gradual integration plan, which would begin in the top three grades and work down through all grades over a period of about six or seven years.

BACKED BY NAACP

District Judge John E. Miller had denied the suit, filed by the Negroes and backed by the National Association for the Advancement of Colored People. On appeal, the Eighth Circuit Court of Appeals upheld Miller's ruling in an order dated Friday and filed today. Copies of the decision were received here today.

Blossom said that he was "very pleased at the decision."

He said that construction of a new senior high school in the Pulaski Heights section of Little Rock is proceeding according to schedule. The integration plan was contingent on completion of the new structure.

Mrs. L. C. Bates, president of the Arkansas NAACP, said that she had not read the court's decision and declined comment.

The new high school is loccated in an all-white section.

MIDWESTERN JUDGES

Appeals Court Judges Joseph W. Woodrough of Omaha, Neb.; Charles J. Vogel of Fargo, N.D., and Martin Donald Van Oosterhout of Sioux City, Iowa, wrote:

"A reasonable amount of time to effect complete integration in the schools of Little Rock, Arkansas, may be unseasonable in St. Louis, Missouri, or Washington, D.C. The schools of Little Rock have been on a completely segregated basis since their creation in 1870."

"In the light of future events," the St. Louis court said, "it may well be that the proposed program of integration extends over too long a period and that complete integration of all grades could be effected in a shorter space of time than now anticipated by the school board."

The appeals court added that if that proved to be the case, the district court would have the power to see that the plan "is accelerated at a greater rate than now proposed. That remains for future determination."

PUPIL ASSIGNMENT PRAISED BY FAUBUS

Commercial Appeal
Governor Still Opposed To Forced Integration

Wed 1-16-57
From The Commercial Appeal Little Rock Bureau
Memphis Tenn.

LITTLE ROCK, Jan. 15.—Gov. Orval Faubus served notice Tuesday he is still opposed to "forcible integration" of public schools in Arkansas—a policy he laid down in last summer's campaign in which he won re-election. P 2

Touching briefly on segregation issues in his second term inaugural speech, the Governor told state legislators he thought improvement of state services for both races—as outlined in his legislative program — would help allay agitation.

He said the pupil assignment bill adopted by the voters in the November general election "is the best in the nation for meeting this problem in fairness to all."

Most legislators have said they don't anticipate any action this year in the General Assembly on the integration question, but one questioneed Tuesday differed. The member, from East Arkansas, said there "probably will be something introduced," but he declined to give details.

Governor Faubus asked for $86,000 additional operating money for McRae Memorial Sanatorium, the state's tuberculosis treatment center for Negroes, and also for improvement of buildings for the Negro Girls Training School at Fargo.

"The buildings at this institution, I believe, are the worst in the state," the Governor said in a reference to the school at Fargo.

Governor Faubus said he doubted if anyone knows "the ultimate answer" to problems raised by the Supreme Court's 1954 decision outlawing segregation of the races.

"However, I am convinced the answer is not to be found in violence and disorder, nor in haughtiness, arrogance or the forcing of issues. And above all, hate is not the answer.

"Integration matters must be left to the will of the people in the various districts. The people must decide on the basis of what is best as a whole for each particular area," he added.

FAUBUS URGED TO BAN SCHOOL INTEGRATION

Commercial Appeal
Citizens Council Head Cites Sovereign Power

Wed. 5-1-57
IMMUNITY POINTED OUT
Memphis Tenn.
By KENNETH JOHNSON
From The Commercial Appeal Little Rock Bureau P. 21

LITTLE ROCK, April 30.—Gov. Orval Faubus was asked Tuesday to use his "sovereign" powers to block the proposed integration of Little Rock schools this fall.

The request was mailed to the Governor by Robert Ewing Brown, president of the Capital Citizens Council here, after Monday's approval of Little Rock's "gradual" integration plan by a United States Circuit Court of Appeals in St. Louis.

New Negro School Cited

Mr. Brown, a Little Rock television executive, charged that in view of the city's taxpayers having built a new million-dollar Negro high school here, there is no necessity for opening white schools to them.

His letter, which the Governor was expected to receive Wednesday, was the first integration "complaint" formally placed before the Governor since the Legislature — with the Governor's backing — set up the State Sovereignty Commission.

Mr. Brown made only indirect reference, however, to the commission. He noted that this year's Legislature "with your (the Governor's) help, followed the will of the people by passing four segregation laws." Creation of the sovereignty commission which the Governor heads was accompanied by three other bills.

Termed 'Local Problem'

Governor Faubus, not available for comment Tuesday said Monday he considered the Little Rock integration plan a "local problem," when asked for comment on court approval of "gradual" opening of schools to Negroes on the high school level.

The citizens council leader viewed the court ruling as contrary to the best interests of the state's capital city, despite the fact the ruling went against the National Association for the Advancement of Colored People. The NAACP, challenging party in the lawsuit, had demanded "immediate" integration in Little Rock schools.

"The school board and the superintendent played along with the NAACP and wound up in Federal Court on the question of should we mix completely now, or just start with the high schools," Mr. Brown charged.

Faubus Has Power

He declared that under the sovereignty of the State of Arkansas, Governor Faubus could, "under our police powers and in order to preserve domestic tranquility, order the two races to attend their own schools."

"As the sovereign head of a state, you are immune to Federal court orders," he wrote the Governor.

His letter further warned that the court order may mean that 200 Negroes will enter Little Rock Central High School this fall. That would be a far greater number than admitted in schools where racial clashes have occurred in Texas, Tennessee and other points, he added.

Mr. Brown's letter was distributed by a Little Rock attorney who has been active in anti-integration efforts, but who said he was acting only as "counsel" and didn't want his name used.

3-Phase Integration Upheld for Little Rock

Post + Times Herald P. 6-B
Tues, 4-30-57

ST. LOUIS, April 29 (AP)—A three-phase plan for gradual integration of public schools at Little Rock, Ark., has been upheld by the United States Court of Appeals. Washington D.C.

The appellate court's opinion upholding a Federal District Court ruling was dated Friday but was not filed at the office of the Clerk of the Court of Appeals here until today.

Under the plan drawn up by the Little Rock school authorities, complete integration of the schools would be put into effect not later than 1963.

A suit filed in behalf of Negro children in the school district sought an injunction against continued segregation in the schools.

"During the District Court trial the (Schools) Superintendent gave convincing and competent testimony to the effect that, under existing conditions, gradual integration of the schools was administratively advisable," the Court of Appeals said.

children in the school district sought an injunction against continued segregation in the schools.

'COMPETENT TESTIMONY'

"During the district court trial the (schools) superintendent gave convincing and competent testimony to the effect that, under existing conditions, gradual integration of the schools was administratively advisable," the Court of Appeals said.

"The district court's approval of the three-phase plan came only after a finding of utmost good faith on the part of the school authorities, which finding is not challenged in these proceedings."

District Judge John E. Miller of Arkansas was directed to retain jurisdiction.

FAUBUS MUM ON PLEA FOR INTEGRATION BAN

Commercial Appeal P. 41
Undecided On Disposition Of Letter From Brown

Tues 2-5-57
From The Commercial Appeal Little Rock Bureau
Memphis

LITTLE ROCK, May 2.—Gov. Orval Faubus said Thursday he had received a letter asking him to use his "police powers" to stop integration of Little Rock schools, but declined to say whether he would refer it to the State Sovereignty Commission.

The letter was mailed to him Tuesday by Robert Ewing Brown, president of Capital Citizens Council here. Mr. Brown said there was no necessity of integration here in view of adequate Negro facilities.

His letter followed Monday's ruling by the Circuit Court of Appeals in St. Louis upholding Little Rock's "gradual" integration plan, starting on the high school level this fall.

The Governor said the Sovereignty Communion wouldn't come into existence until about the middle of June and he didn't know what disposition he would make of Mr. Brown's request.

The Governor endorsed creation of the Sovereignty Commission as a means of giving assistance to local districts on integration problems.

Racial Mixing Plan Upheld

Advertiser P. 1
Tues, 4-30-57

ST. LOUIS, April 29 (AP)—A three-phase plan for gradual integration of public schools at Little Rock, Ark., has been upheld by the United States Court of Appeals.

Little Rock School Supt. Virgil Blossom said the first phase of the program, which would begin in the top three grades and work down through all grades, would begin on schedule next fall.

Under the plan, complete integration would be put into effect not later than 1963.

A suit filed in behalf of Negro

The Issue Now is Law and Order

From Arkansas Gazette

In announcing the details of its gradual and limited plan for integration at the high school level to begin in September, the North Little Rock School Board went to the heart of the matter:

State officials from the governor on down have made it clear that this problem will have to be solved on the local level. This places the responsibility squarely on the local Board. It is further evident that the local board cannot take refuge in legislation passed to date without the risk of court action; and those cases already considered in Arkansas have shown that the local Board must present a plan of action and must give evidence of good faith.

While the North Little Rock plan varies in some details it is similar in principle to the program worked out by the Little Rock District and since upheld by the federal District Court and the Circuit Court of Appeals. It will assign 12th grade students to the two high schools on the basis of residence and without regard to race, and permit voluntary transfers for those of either race who desire to continue in the school they have been attending. The normal pattern of residential segregation is such that only a handful of Negroes will be eligible to attend the white high school..

The North Little Rock Board makes it clear that it undertakes this step with reluctance, and is doing so only because it recognizes the facts of life. Its own legal counsel has advised the Board that any other course would simply constitute defiance of the courts, and would quite likely plunge the district into lengthy, fruitless litigation.

Both the local school boards, then, have worked out programs of limited transition on their own terms rather than waiting for the issue to be forced. The success of the Little Rock Board in defending its program against legal attack by the National Association of Colored People is clear evidence of the wisdom of this course. The refusal by either Board to face the problem squarely and honestly would have constituted manifest lack af good faith, and would have resulted in forced action by court order.

There is, unfortunately, a mischievous campaign under way by the local White Citizens Council to delude the public as to the clear meaning of the law. In literature now being circulated by the group it is contended that the governor has the power to nullify the decisions of the United States Supreme Court and may order the Little Rock School Board to ignore the direct order of the federal court. This, at best, is wishful thinking. At worst it constitutes an invitation to the uninformed to take action that can only worsen a situation that gives every promise of orderly resolution.

The two school boards have been advised by the most competent attorneys in Arkansas. They have designed programs that meet the minimum requirements of the law without requiring any drastic changes in the prevailing pattern of segregation. In the recent school board elections this course was endorsed by a substantial majority in both districts.

The issue, quite clearly, is no longer one of segregation or integration, but of law and order. No responsible public official can place himself in a position of defying the orders of a court; to do so would be to rip the fabric of orderly government.

Officials of the local school districts have pointed the way to gradual resolution of what is admittedly a difficult social problem. In doing so they have avoided the excesses that have created racial tensions in other Southern states and now threaten serious damage to the entire system of public education. They deserve the full support of every responsible citizen.

Two Start on Hi School Level, One With First Graders

Fort Smith school board announced this week its plan to begin intergration of white and Negro students this fall. This announcement followed the North Little Rock school board's announcement Sunday of the Northside plan to begin integration.

Fort Smith's integration is similar to that of the Northside, only North Little Rock will begin at the twelfth grade level and gradually work down,, where Fort Smith will start at the first grade level and work up each year.

Under the directive of a federal court order, the Little Rock school board will implement a plan of integration beginning in September, that will take in the high school level.

This plan was given wide publicity several months ago, when the court approved gradual integration.

Plans for integration from Fort Smith and North Little Rock both were on voluntary basis. Fort Smith's plan for integration was announced over a year ago, but the starting date was voted unanimously, Monday nite. The North Little Rock school board also announced its plan for integration in July, 1955, but released the starting date Sunday.

In announcing the starting date, the North Little Rock school board also released the following:

". . . To implement the action of the Board the following statements and regulations shall be used as a guide and carefully adhered to in all matters pertaining to the Board's policy on integration.

I. The eligibility of a student of the 12th grade to attend either high school will be determined by the attendance area in which the student resides.

II. A student who has regularly attended either high school starting as a 10th grade student would be expected to continue in that school unless residence in a particular attendance area establishes eligibility to consider a transfer.

III. The attendance area for North Little Rock High School at 22nd and Main shall be all territory west of Main Street and north of 27th street Street extended eastward until the district boundry is intersected. This attendance area applies only to students of the 12th grade.

IV. The attendance area for Scipio A. Jones hi. school at 10th and Walnut shall be all territory east of Main Street and south of 27th Street extended eastward until the district boundary is intersected. This attendance area applies only to students of the 12th grade.

V. After August 1, 1957, any resident student* who has successfully completed the 11th grade, and has earned not less than twelve units of hi school work as recognized by the State Department of Education and the North Cetral Association of Secondary Schools and Colleges may present himself at the Principal's office for registration and enrollment.

NOTE: Resident student is that student who not only qualifies as stated above but whose parents are legal residents of North Little Rock Special School District. Students cannot live with a relative or friend and qualify. The legal residence of parents determine whether student is a residen student.

VI.. If a student enrolled or is elegible to enroll in a school in which his race is in a minority and later decides to transfer to the school where his race is in the majority, this transfer will be permitted. Such transfers will be permatter at any time but it is strongly urged that is should be done in the first six weeks of school. Promiscuous transferring will not be permitted Once a student has made such a transfer he or she will be expected to remain at the school of second choice.

VII. The decision to enroll in either school must be made in line with good scheduling procedures and at the time open for such enrollment. An eligible student must show good faith in making a choice of which school to attend and this choice should be made in ample time before or by the announced dates of registration, so that a suitable schedule may be worked out by the principal, guidance counselor, or other person designated by the principal for this work.

VIII. The Board of Education reserves the right to review the results of this policy after one year's operation before determining whether it will be extended to the 11th grade.

14d(1) 1957

ARKANSAS

5 NEGROES REFUSED ENTRANCE AT SCHOOL

Commercial Appeal

Father Is Turned Away In Pine Bluff Area

Tues. 1-8-57

ALL-WHITE INSTITUTION

Memphis Tenn.

By The Associated Press

PINE BLUFF, Ark., Jan. 7.—A Negro father tried today without success Monday to enroll his five children in an all-white school on the outskirts of this Southeast Arkansas town.

William Dove left Dollarway School with his four daughters and young son after Mrs. Hazel Watkins, the school's superintendent, and Lee Parham, president of the school board, told him they "just hadn't planned" for integration in the 1956-57 school year.

Interviewed later at the Pine Bluff foundry where he has worked for 15 years, he said he had lived at Pine Bluff 26 years, and refused to answer other questions.

NAACP Tells Stand

George Howard, president of the Pine Bluff Chapter of the National Association for the Advancement of Colored People, said the move was "not sponsored officially or unofficially by the NAACP."

Attempts were made by NAACP groups to enroll Negro children in all-white schools at Little Rock and Walnut Ridge in Arkansas last winter. They met with no success.

Dollarway School is located outside Pine Bluff and is in a separate district from the town. The school has grades 1 through 10. Graduates of the 10th grade at Dollarway transfer to Pine Bluff High School.

Pine Bluff, situated on the edge of the Southeast Arkansas delta country, has a large percentage of Negro residents.

Mrs. Watkins said Dove was at the school with his five children early Monday morning. He asked that they be enrolled immediately. He left after what Mrs. Watkins described as a quiet conference in her office.

Mr. Parham said he told Dove the district had a plan for integration. He declined to elaborate.

No Integration Plan

Mrs. Watkins said she told Dove the school "Just hadn't planned" for integration during the current school year and was anxious to avoid any incidents such as those that occurred at Clinton, Tenn., recently.

Dove's children now attend Townsend School, an all-Negro institution in the area of Dollarway School, Mrs. Watkins said. She described Townsend School as the newest in the district and said the school bus that passed Dove's house and picked up his children was the newest in the district. Townsend and Dollarway are rated on the same level scholastically, Mrs. Watkins said.

She said Dove gave no reason for wanting to transfer his children to Dollarway.

Dove's children are Josephine, 16; Ernestine, 14; Bessie May, 12; Mamie, 11, and William Jr., 8.

Negroes' attempt to enter Arkansas white school fails

News P.1

Mon. 1-7-57

Blytheville Ark.

PINE BLUFF, Ark., Jan. 7—(AP)—A Negro father today tried to enroll his five children in an all-white school at the edge of this Southeast Arkansas town. He was turned away by school officials who said their plans did not include segregation during the 1956-57 school year.

School officials said William Dove, a Pine Bluff foundry worker, was at Dollarway School early this morning with his children.

He left with his children after a talk in the superintendent's office with Mrs. Hazel Watkins, superintendent of the school, and Lee Parham, president of the School Board.

George Howard, an attorney who is head of the Pine Bluff Chapter of the National Association for the Advancement of Colored People, said the move was "not sponsored officially or unofficially by the NAACP."

MRS. WATKINS said Dove asked to enroll his children immediately.

She said she answered him that the school "just hadn't planned" for integration and was anxious to avoid any incidents such as those that occurred at Clinton, Tenn., recently.

Pine Bluff, located in the Southeast Arkansas delta country, has a high percentage of Negro residents.

Dove's attempt was the first such action here. Negro groups backed by the NAACP tried without success to gain admittance in all-white schools at Little Rock and at Walnut Ridge at mid-term last year.

Negro's Attempt to Enroll Children in White School Fails

State Press P.1

Fri. 1-11-57

Little Rock, Ark.

An effort of William Dove, Pine Bluff, to enroll his children in the all-white Dollarway school, Monday morning, failed. Mr. Dove left the school with his five children when he was refused their admittance.

Mr. Dove who is a substantial citizen of Pine Bluff, is stated to be very active in civic activities, including the National Association for the Advancement of Colored People. It is understood that his action in taking his children to the Dollarway school was not prompted or encouraged by the Pine Bluff branch of the NAACP, of which he is a member. But it is understood that when Mr. Dove was refused, it became a concern of the NAACP, and it is the policy of the organization to aid Mr. Dove or anyone in any legal action he desires to make if he requests assistance.

It is stated by Mrs. Hazel Watkins, superintendent and Lee Parham, board chairman, that the school has not completed any program for integration.

The children involved are Josephine, 16; Earnestine, 14; Bessie May, 12; Mammie, 11; and William jr., eight. Dove, who lives at 4020 West Second, has worked at the Standard Brake Shoe and Foundry Company for 15 years and has lived in Pine Bluff for 26 years.

Ark. School Board Turns Negro Pupils Away

Tulsa Okla. P.3-4

PINE BLUFF, (Ark.)-(ANP)-- An all-white school here last week spurned the efforts of a Negro father to enroll his children in the institution.

Thurs. 1-17-57

The five children were turned away with the excuse that the school's 1956-57 plans did not include integration.

School officials said that William Dove sought enrollment of his five children at Dollarway School, but left after talking with Mrs Hazel Watkins, superintendent of the school, and Lee Parham, president of the school board.

Mrs. Watkins told Dove that "the school just hadn't planned" for integration and was "anxious to avoid any incidents such as those recently."

George Howard, head of the Pine Bluff chapter of the NAACP, said the move was "not sponsored officially or unofficially by the NAACP."

Pine Bluff, located in the Southeast Arkansas delta country, has a high percentage of Negro residents.

Dove's attempt was the first such action here. Negro groups, backed by the NAACP, tried unsuccessfully last year to gain entrance in all-white schools at Little Rock and Walnut Ridge.

SEGREGATION BILLS READY IN ARKANSAS

Commercial Appeal

Sun. 2-10-57

Details Are Withheld Pending Introduction—One Aimed At Curbing NAACP

Memphis, Tenn.

From The Commercial Appeal Little Rock Bureau

LITTLE ROCK, Feb. 9.—The first segregation bills of the current legislative session will be introduced next week, probably Monday.

Four or five bills directed at giving local school districts more authority in dealing with the integration question, and which will have the backing of Gov. Orval Faubus, have been prepared for introduction.

Rogers Reports Backing

Representative Lucien Rogers of Earle, who unsuccessfully sponsored a pupil assignment bill in 1955, said Saturday about 40 or 50 legislators already have endorsed the proposals, along with Governor Faubus.

Representative Rogers emphasized the bills are not his alone. He said there have been frequent conferences with the Governor and other legislators on the proposals before drawing them up for introduction.

Mr. Rogers declined to specify what the measures will include, except to say they will be a follow-up and in line with sentiments expressed by the voters last fall in the general election.

In that election the people adopted two interposition resolutions and a pupil assignment law similar to the one Mr. Rogers sponsored two years ago in the Legislature.

Faubus Sponsor

Governor Faubus sponsored two of the general election measures—a pupil assignment law and one of the interposition resolutions—while former State Senator James Johnson of Crossett, Mr. Faubus' gubernatorial opponent of last summer, sponsored the other interposition measure.

The Faubus and Johnson forces are "together" in the proposals coming up next week, one legislator said.

One of the proposals, according to Governor Faubus, will seek to regulate the activities of the National Association for the Advancement of Colored People in Arkansas. The Governor indicated the bill will serve notice on the NAACP it will be expected to confine its activities to those allowed only to "nonprofit" organizations.

Sun. 2-10-57 P.5

Generally, he said, the proposed legislation will be put forward as a means of implementing the pupil assignment and interposition measures voted last November.

Some legislators felt when the session started there would not be any segregation legislation attempted, because they felt the pupil assignment law voted by the people was adequate. Governor Faubus at one time indicated a similar view.

Representative Rogers, however, said the vote of the people in November made additional legislation mandatory.

"We expect very little, if any, oposition to these bills, which have the full support of the Administration," he said. "When these bills have been passed, we feel that no school district in the state can be forced to integrate unless that particular school board wants to."

HIGH COURT UPHOLDS HOXIE SCHOOL BOARD

Commercial Appeal

Tues. 3-19-57

But It's Ordered To Follow Law In Hiring Wives

Memphis, Tenn.

OTHER RULINGS LISTED

P.17

By The Associated Press

LITTLE ROCK, March 18.—The Arkansas Supreme Court ruled Monday that officials of the racially integrated Hoxie School District cannot hire wives as teachers without securing signatures of patrons to petition as required by law.

The order then affirmed a ruling of Lawrence Chancery Court, which had denied a group of residents most of the relief sought in a suit against the Hoxie School Board.

One Of Several Cases

Heading the school district

residents was Herbert Brewer, segregationists' spokesman. The case is one of several which have followed integration of the Hoxie district in 1955.

In another suit, the Federal courts have enjoined groups and individuals favoring segregation from interfering with operation of the schools.

In the case decided Monday, Mr. Brewer and his fellow plaintiffs sought, among other things, recovery of salaries paid to some school directors' wives who were employed as teachers, and recovery of money paid to lumber company operator B. B. Vance, whose son was a board member.

The chencellor rejected the pleas on these points, but ordered the school board to meet with the plaintiffs, something the latter said the board had refused to do.

Nothing Illegal

The Supreme Court said there was nothing illegal in the circumstances under which money was paid to Mr. Vance. The court said also that the law did not prohibit employment of directors' wives by the district, but pointed out that before this could be done petitions signed by a specified percentage of school patrons were supposed to be filed. The court said the law imposed no penalty for neglect of this procedure, but ordered that it be followed hereafter.

The court noted the board's contention that the suit was filed to intimidate it, and coerce it into re-establishing segregation of Hoxie schools.

"While it may be true," the court said, "that the integration issue stirred the feelings of the inhabitants of the district and caused them to look into school matters with more scrutiny that heretofore, we find no merit in the contention.

"Violations of law, as herein mentioned, had occurred. Efforts to meet with the board members . . . had failed, and there were bona fide reasons for instituting the suit."

Other Rulings

Also Monday Supreme Court set aside death sentences imposed on four young Negroes for beating an elderly white man to death in a $10 robbery.

The four Negroes, whose ages range from 18 to 24, were convicted in Miller Circuit Court and sentenced to death in the electric chair for the murder of M. R. Hamm May 9, 1956.

The four Negroes — James Moore and James Boyd, both 18; Willie Byrd, 19 and Rogers Boone, 24—must be re-tried.

The court denied petitions for rehearings for Emmett Earl Leggett, under sentence of death, and B. N. Smith, sentenced to life imprisonment.

Leggett was convicted of the strangulation murder of Joe King, 14, of Jacksonville. Police said that Leggett was arrested in the act of assaulting two teenaged Jacksonville girls and admitted the Dec. 23, 1955 slaying of young King.

Smith was convicted of murder and sentenced to life imprisonment for the slaying of Buck Layne near Fordyce in October 1955.

BOARD ENJOINED ON HIRING WIVES

Otherwise Hoxie Segregationists Lose in Court

LITTLE ROCK, March 18 (AP)—The Arkansas supreme court Monday directed that officials of the racially-troubled Hoxie school district be enjoined from hiring their wives as teachers without procurement of petitions signed by patrons as required by law.

With this modification, the supreme court affirmed a ruling of Lawrence chancery court which had denied a group of school district residents, headed by segregationist spokesman Herbert Brewer, most of the relief sought in a suit against the Hoxie school board.

The case is one of several which developed after the Hoxie district integrated its schools in 1955.

In another suit, the federal courts have enjoined groups and individuals favoring segregation from interfering with operation of the schools.

In the case decided Monday, Brewer and his fellow plaintiffs sought, among other things, recovery of salaries paid to some school directors' wives who were employed as teachers and recovery of money paid to lumber company operator B. B. Vance, whose son was a board member.

The chancellor rejected the pleas on these points, but ordered the school board to meet with the plaintiffs, something the latter said the board had refused to do.

Schools To Integrate In Fort Smith, Ark.

FORT SMITH, Ark. — First grade classes here will be integrated this coming fall, according to Fort Smith school board members.

The board voted this week to start integrating its public schools, beginning with the first grade and spreading upward, one grade each year.

INTEGRATION START TO REACH 3 CITIES

Gradual School Change Is Planned In Arkansas

FEW NEGROES ELIGIBLE

By The Associated Press

LITTLE ROCK, June 25.—Arkansas' three largest cities will begin gradual desegregation of public schools next fall.

The school board at Fort Smith, the state's second largest city, Monday night announced plans for integration similar to patterns announced by Little Rock and North Little Rock.

Only a few Negroes are expected to attend white schools at Fort Smith and North Little Rock, and about 250 would be eligible to attend a previously all-white school at Little Rock.

Two Permit Transfers

The limited integration will be the first by a major city since Fayetteville, in Northwest Arkansas, integrated about a dozen Negroes into its previously all-white system.

Both the Fort Smith and North Little Rock plans would allow a student whose race is in the minority to transfer to another school.

Fort Smith, a city of 53,000 on the western border of Arkansas, plans to start desegregation in the first grade and gradually enlarge the plan to include all grades. The city has only a very small number of Negroes.

A large percentage of North Little Rock's 45,000 population are Negroes but only 28 Negroes would be eligible to attend desegregated schools under the plan advanced by the school board. The plan will affect only the 12th grade next fall. The Negro population is concentrated in two or three school attendance areas while the remaining areas are predominantly white.

Slight Mixture

Under the Little Rock plan, a new high school will be predominantly white, and a Negro high school will have a few white students. The only present white high school, with an enrollment of about 2,500, will have about 250 Negroes attending next fall. The plan includes the top three grades. The capital city, with a population of about 105,000, is separated from North Little Rock only by the Arkansas River.

The Fort Smith plan was first suggested by the board after pressure from a suit filed by the National Association for the Advancement of Colored People. The NAACP challenged the Little Rock plan, demanding "complete and immediate" integragtion, but both Federal District and Appeals Courts approved the plan.

The only integration in Eastern Arkansas — mainly cotton-growing country with a large percentage of Negroes—is at Hoxie, where about a dozen Negro children have been attending classes with 500 whites since 1955.

3 Largest Cities In Ark. To Begin Desegregation

Little Rock, Ark. (Special To The Weekly)—Gradual desegregation in three of Arkansas largest cities, is expected to get underway next autumn.

Last Monday night, the school board at Fort Smith, the state's second largest city, announced plans for integration similar to patterns announced by Little Rock and North Little Rock.

It was revealed that only a few Negroes are expected to attend white schools at Fort Smith and North Little Rock.

At the previously all-white high school at Little Rock, some 250 Negro students would be eligible to attend.

Integration on a limited basis, will be the first by a major city since Fayetteville, northwest Arkansas integrated about a dozen Negroes into its previously all-white system.

The new plans will permit both the Fort Smith and North Little Rock students whose race is in the minority to transfer to another school.

Fort Smith a population of 53,000 on the western border of the state, plans to start desegregation in the first grade and gradually enlarge the plan to include all grades. The city has only a very small number of Negroes.

At North Little Rock, only 28 Negroes would be eligible to attend desegregated schools under the plan advanced by the school board. The plan will affect only the federal district and appeals courts approved the plan.

Hoxie surrounded by mainly cotton growing country is the only city in eastern Arkansas, with a large percentage of Negroes, that has integrated.

A large percentage of the city's population are Negro, which are concentrated in two or three school attendance areas.

A new high school, under the Little Rock plan, will be predominately white and a Negro high school will have a few white students. The only present white high school will have about 250 Negroes attending next fall. The school has an enrollment of about 2,500 whites.

The board suggested the Fort Smith plan, after pressure from a suit filed by the National Association for the Advancement of Colored People. The NAACP challenged the Little Rock plan, demanding "complete and immediate integration, but both

Ex-Houstonian Denies Seeking Teaching Post

Houston Ley
Sat. 5-18-57

HOUSTON — Ex-Houstonian and public school teacher Roi Leeland Hopkins called long distance Thursday, May 9, from Los Angeles, to deny that he sought re-employment in the public school system of Houston, on his recent return to the city during the Easter holidays.

Mr Hopkins has been employed in the city school system of Los Angeles since he left Houston in the mid-school term last semester. Mr Hopkins had some difficulty here over his relationship with a young boy in the school.

Resigns Position At Stowe School

Kansas City
Fri. 5-31-57

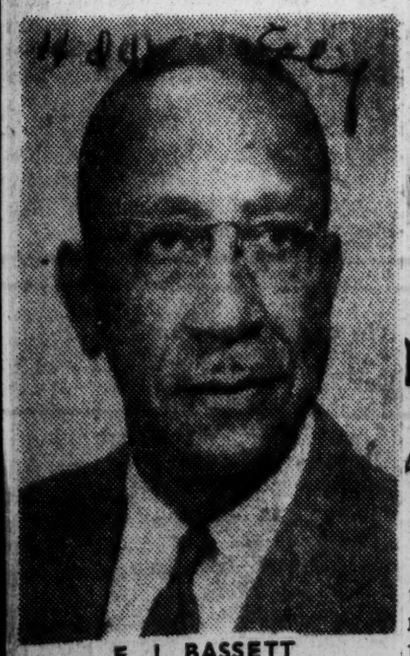
E. I. Bassett, principal of Stowe elementary school, 2nd and Richmond, Kansas City, Kas., will resign from the above position as of the end of the school year to accept a position in the public school system at Oakland, California.

Mr. Bassett came to Kansas City, Kas. in 1927 from Crowe-burg, Kas., where he was principal of an elementary school. His first position in the Kansas City, Kas. school system was a teacher of history at Northeast junior high school, under the principalship of the late J. P. King. He taught there twelve years and in 1939 was transferred to the principalship at Attucks elementary school, (Rosedale). In 1940 Mr. Bassett was transferred to Stowe school where he has been principal for the past 17 years.

He is a graduate of K.S.T.C., Pittsburg, Kas.; B.S. and M.S. degrees in education from Kansas university; post graduate work at both Kansas university and Kansas City university; and at K. U., he was chosen to Phi Delta Kappa Honorary Society.

Mr. Bassett is a member of the First A.M.E. church, Masonic lodge; NAACP; a supporter of the Negro College Fund; a life member of the Elementary Principals of the N.E.A.; the Alpha Phi Alpha fraternity; and is affiliated with all state and local education associations.

His wife, Jerone Mitchell of Tulsa, Okla., and a former teacher, has substituted in the Kansas City, Kas. schools for a number of years. She later developed an interest for the collecting of antiques.



E. I. BASSETT

IN LONDON, ENGLAND

MISS LULA CARTER

Miss Lula Carter, formerly of the Oklahoma City schools, but now employed in the school system of San Francisco, Calif., is on leave of absence in London England, entrusted with the education of five pupils, two aged 17, two 16 and the 14-year-old leader of the group, Frankie Lymon.

The group is on TV and in the movies and their money is being put into a trust fund to insure their education. Miss Carter says "The boys are really keen to learn. They appreciate education is important and aim to get through high school."

Miss Carter has been asked to remain six more weeks but has refused, to return to her youngsters in San Francisco. She is the daughter of Mrs. T. J. Tatum of 608 N. Everest, Oklahoma City; and the late Rev. E. N. Carter of Tatums, Okla.

Miss Carter is scheduled to return June 9.

Negro Principal Appointed To Palo Alto School

Sat. 5-4-57
Oakland Tribune

PALO ALTO, Calif., Apr. 29.—Willis A. Williams, 41, will head Palo Alto's Addison Elementary School, announced Superintendent Henry Gunn this week. Williams was Palo Alto's first Negro teacher when he was hired three years ago to teach fifth and sixth grades in the school serving a residential section of Palo Alto, with some Negro students, but a majority of white pupils.

Supt. Gunn said Mr. Williams had made an outstanding record as a teacher at Addison and his students all attest to his great popularity.

Last year Mrs. Clarence D. Lester was appointed as the second Negro teacher. She was assigned to Ventura School. Mrs. Williams, wife of the new principal, also teaches. She is in Brentwood Elementary School, Menlo Park. The couple and their 17-year-old son live at 988 Lawrence Lane.

Mr. Williams earned his master's degree from the University of Oregon and taught for several years in Portland, Ore., and in Richmond, Calif.

L. A. one of 9 cities with most all-Negro schools

Tribune Los Angeles, Calif.
Wed. 11-6-57 p. 3

CHICAGO — A potentially explosive "segregation" problem exists "in fact but not in law" in the public school systems of 9 major northern cities whose total Negro population has risen to more than four million people, about two-and-a-half times 1940.

Los Angeles is included among these cities, according to the American Jewish Congress, which made the disclosures at the opening of its three-day executive board meeting.

In the 9 northern cities, an average of one out of every four schools have a non-white majority of pupils. This situation has come about principally as a result of segregated Negro housing, says the AJC. Cities covered are: New York, Philadelphia Chicago, Detroit, Cleveland, Los Angeles, San Francisco, Cincinnati, Newark.

Los Angeles' non-white schools number 70 of the 465 in its school system, claims AJC. "These 70 are 80 percent or more non-white and enroll some 60,000 non-white children. The Los Angeles non-white population increased about 47 per cent, going from 211,585 in 1950 to 311,396 at present," according to the Jewish committee figures.

The findings were made public Friday in a study on integration in the North. The committee warned that the concentration of colored peoples in "ghettoized slums" has created 'a condition of unpremeditated, de facto segregation which is having serious and dangerous repercussions in the public school systems." The findings, AJC said, were gathered from responsible community sources and agencies through questionnaires and interviews, rather than from school boards which do not officially record this information.

Pointing out that "the tendency to have non-white majorities is greater in the neighborhood elementary and junior high schools," the study reported that nevertheless "a considerable number of high schools are overwhelmingly non-white, and, in fact, segregated."

The study revealed that in Chicago, 87 percent of the total Negro elementary school population attends schools where Negroes are in the majority; in Cincinnati, 71-76 percent of the Negro pupils attend such schools; Detroit, 45 percent.

In terms of population trends, the study reported that the non-white population (mainly Negro but including Puerto Ricans and Orientals) in the major northern cities, increased in the decade from 1940 to 1950 by 81.1 percent — from 1,548,369 to 2,814,038. By 1957, almost a million Negroes — an increase of one-third — had been added to the 1950 non-white population of these cities which now have more than half of the total Negro population in all cities of over 50,000 people.

Of New York City's 639 elementary and junior high schools, about 126 — one out of every five — has a non-white majority. Approximately one out of every 15 schools is 90 percent non-white.

New York had had a 31 percent increase in non-white population since 1950, from 1,021,835 to approximately 1,325,000.

Of Chicago's 390 elementary and academic high schools, 77 have a non-white majority. Four of the 35 high schools are considered "Negro" schools enrolling about 40 percent of the city's Negro students of high school age. Chicago's non-white population has increased 41 percent from 513,192 in 1950 to 728,000 at present.

100 PHILLY SCHOOLS ALL-NEGRO

In Philadelphia, 15 schools, including teachers and students, are 100 percent Negro. In 50, the non-white proportion ranges from half to 95 percent. Philadelphia's non-whites have increased 22 percent, from 380,875 in 1950 to approximately 467,000.

In Cleveland, 34 out of 157 schools have a non-white majority. Non-white population increased 40 percent from 149,547 in 1950 to 210,000 1957. Of Cincinnati's 88 elementary, junior and high schools, 38 fall into the majority non-white category. Cincinnati's non-white population rose 24 percent since 1950, 76,685 to 95,271.

In Detroit, 48 of the city's 224 elementary schools are 80 percent or more non-white and enroll 45,000 of 107,000 Negro pupils. Total school population is 277,000. Detroit non-white population increased 28 percent, from 303,721 in 1950 to 390,000.

Tulsan Leaves For Teaching Post in Los Angeles

MRS. BARBARA SPARKS JACKSON

Leaving for Los Angeles this week is Mrs. Barbara Sparks Jackson. Mrs. Jackson reports for work at the 79th Street elementary school on Sept. 16. She will teach fourth grade.

A graduate of Douglass high school, Oklahoma City, Mrs. Jackson received her A. B. degree from Spelman college, Atlanta, Ga., with a major in Public School Music and a minor in English. She has done graduate work in Education at the University of Tulsa and the University of Southern California at Los Angeles.

Mrs. Jackson is the daughter of Rev. and Mrs. R. B. Sparks of Oklahoma City. Making her home in Tulsa for the past nine years, she taught special elementary music at the Ralph J. Bunche elementary school for six years.

While in Tulsa, Mrs. Jackson was a member of the Church of the Living God, the Les Trieze social club and the Alpha Chi Omega chapter of the Alpha Kappa Alpho sorority. In the sorority ,she served one year as financial secretary.

Accompanying Mrs. Jackson will be her two daughters, Janice Cheryl, 6½, and Meredith Patrice, 3½. The family will reside temporarily at 1579 West 48th street. Several affairs were given during the past week for Mrs. Jackson and her daughters.

Bishop college grad teaching in L. A.

MARSHALL, Tex. — Among recent graduates of Bishop college here who have landed their first post-graduation jobs, according to the office of student personnel services, is Miss Gwendolyn La Faye Jackson, formerly of Marshall, who is a teacher in the elementary school system of Los Angeles, Calif. and is also attending the University of California.

14d(1) 1957

CONNECTICUT

New Haven Teachers Ask Authority To Use Rod

Journal + Guide Sat. 1-19-57

Norfolk, Va.

by THOMAS B. ROSS

NEW HAVEN, Conn.—(INS)—New Haven teachers, fearful of "spoiling" another generation of children, are demanding legal authority to use the "rod" and psychologists fear a reversion to the "futile" methods of the town's Puritan forebearers.

P. 14

The New Haven Teachers Federation, a union of more than half of the one thousand public school teachers, has called upon the Board of Education to give principals and vice principals the power to apply "corporal punishment" to delinquents.

• • •

PRESIDENT Eugene Jarmie said the teachers are so firmly convinced that this is the only hope for salvaging their "dwindling authority" that a rejection by the board would only serve to firm their resolve for a campaign to win public backing.

Dr. Milton J. E. Senn, director of The Yale Child Study Center in New Haven, a professor and child psychologist, suspects the teachers are reacting from "emotion" not "fact."

"I have never seen any good research or clinical evidence," he said, "that corporal punishment prevents juvenile delinquency. They like to believe that punishment is the answer. But it only comes through reeducation and psychiatric attention."

• • •

DR. SENN thought he spied a "swing in public opinion akin to the attitude in Colonial days."

"Then too," he said, "theologians, teachers and parents felt that corporal punishment was the answer. When one is angry one strikes out."

The teachers, President Jarmie insisted, were interested only in striking out at a problem. He said:

• • •

"IT IS NOT our intention to mutilate. The wacking will be designed to hurt the pride rather than be physical. Our members feel that if we administer some discipline in elementary school . . . the trouble would diminish in junior high and still more in high school."

But Mr. Jarmie said gambling, drunkenness, dope addiction, pornography and violence were "facts enough" for the teachers — many of whom taught under the "old system" and were convinced the new "hands-off" policy has failed.

Measure Fixes Residency Limit, Hits at Arlington Budget Secrecy

By Elsie Carper
Staff Reporter

Rep. Frank T. Bow (R-Ohio) yesterday introduced a bill that would cut deep into the $4.5 million that Washington's suburban schools now receive in Federal grants.

Bow said that his bill is an outgrowth of his charge early last month against "wasteful practices" and budget "secrecy" in the Arlington school system, a recipient of the Federal aid.

The area schools are participants in a Nation-wide program that gave $113 million this year to school districts at Federal installations.

The bill sets up a two-year residency limit for aid and requires that any school district accepting funds hold public hearings and public budgets.

Bow said he wants to prevent the shift of local school burdens to the Federal Government. He first raised the issue when the budget for the Department of Health, Education and Welfare came before the House. The budget contains an estimate of a $127 million for the aid program next year.

The requirement that budgets be published and open hearings held will prevent "secrecy and the apparent extravagances" of Arlington schools where more than 10 per cent of school funds are furnished by all the taxpayers, he said.

When Bow previously made his charges, the Arlington School Board denied it was spending money extravagantly and said that some of the items that criticized including costly musical instruments were only budget requests and not approved expenditures.

Bow said he had two objections against the present law that would be corrected by his bill. A long-time resident of a community may go to work for the government and his children immediately start qualifying the school district for Federal aid. Payments are continued long after a newcomer to a community has become a local taxpayer.

School Board Votes To Prod City Heads On Borrowing Plan

Members Attack Delay in Putting Building Program Before Congress

By Jeanne Rogers
Staff Reporter

The District Board of Education yesterday voted to tell the Commissioners that "our borrowing for school construction program must get to Congress"—one way or another.

West A. Hamilton, board member, said "I view with alarm the long delay that has hampered our request for a $69 million bororwing plan . . ."

Ruth B. Spencer, board member, said "community groups, I see, want to go ahead and do our job for us." She added the school board should "urge these people to go ahead and act."

Mrs. Spencer referred to the Washington Committee on Public Schools which Wednesday told the Commissioners they would see that borrowing legislation is introduced on the Hill, if the city heads don't make this move themselves.

Walter N. Tobriner, board member, reminded: "The School Board has to act within channels through the Commissioners." Otherwise, he told reporters, the board would try to get this authority to borrow on "our own."

"Well," said Hamilton, "I'm impatient and dissatisfied . . . and so are parents. . . ."

The Board of Education gave the borrowing proposal to the Commissioners last December. It is cheaper and better than the present pay-as-you-go system of financing new construction, the board argued.

The program is bogged down in a general review of the entire municipal public works program.

Although no definite deadline has been established for transmittal of the borrowing plan to Congress, key aides in the District committees said "it would have been better" had the proposal reached them before easter recess.

"I still think," Mrs. Spencer sair, "that community groups would like to have an affirmative word from us . . . whether it is through channels or not . . ."

In other action, the School Board:

• Approved establishment of a special summer school for children in need of reading help. Fee, $2.

• Urged a full-scale report on the place of sex education in District schools. Hamilton said: "Can's we divorce discussion of personal hygiene from sex education?" Wesley S. Williams, board member, replied: "Definitely not."

Speaker for Integration Shouted Down by Group

A young man who spoke in support of integration in Washington schools was shouted down last night by members of the Chevy Chase Citizens Association.

Carl Stover, a member of the association who identified himself as a former university political science teacher on the West Coast, said Washington's recently abolished segregated school system was looked on with disgust by others in the United schools.

"There is an obligation in this community, the Nation's Capital, to live up to what the Nation stands for," Mr. Stover said.

At that point, some of the 70 or so citizens present at the meeting shouted Mr. Stover down, saying, "You weren't asked to make a speech!"

The young member rose during a question-and-answer period following a talk by Lawton J. Cantrell, assistant superintendent of schools on the recent congressional investigation of the city's schools.

Cantrell Questioned

Earlier in the discussion, another member of the group, W. K. Norwood, challenged Mr. Cantrell to explain why School Supt. Hobart M. Corning has "forced children to go to schools according to arbitrary boundary lines, with all sorts of people."

"No other city that integrated its schools has used such an arbitrary plan," Mr. Norwood shouted. "Is it true that the White House ordered Corning to do that? You don't have to answer that if you don't want to."

Mr. Cantrell didn't.

Mr. Norwood also charged that, "before we can get rid of the mess in Washington schools, we have to get rid of Corning."

In his talk, Mr. Cantrell said integration has not lowered

Before Mr. Cantrell's talk, the association voted to back a proposed change in the District's income tax laws to exempt social security payments from tax, grant the same $1,200 exemption on retirement pensions as that given on Federal taxes and allow a $600 exemption for persons who are over 65 or blind.

This resolution, passed unanimously, was offered by Randolph C. Richardson.

Parking Lot Approved

The group also went on record in favor of bills pending in the House and Senate to bring retirement systems of the Metropolitan, White House and Park Police and District Fire departments more in line with those of Civil Service employes. Mr. Norwood proposed this resolution.

On a motion by F. Reed Dickerson, the association approved tentative plans for a parking lot at McKinley and Thirty-ninth streets N.W., just west of the Connecticut avenue shopping district. The lot, holding about 70 cars, would be maintained by the merchants of the area for use by their customers. These plans are subject to approval by the zoning board.

About Washington, D. C., Schools

Who's Telling the Truth?

Courier P.3

***Editor's note:** U. S. News and World Reports has printed a survey which it explains reveals that first-graders in Washington, D. C.'s recently integrated school system are below the average of the rest of the nation. The article does not go into the socio-economic reasons for this state of affairs, but instead, tends to blame the poorer Washington record on the fact of desegregation. Key excerpts from the article read as follows:*

Pittsburgh, Pa.

1. This means more work for the teachers—and, in many cases, less attention for the average or superior children.

Sat 4-6-57

2. Explanation of teachers is that the growing preponderance of children from Negro families and from white families with low incomes is pulling down the average in the various school tests.

■

3. Some teachers interpret the test results as showing the effects of recent changes in the Washington school population . . . chiefly the rapid increases in the proportion of Negroes.

■

4. According to some officials, averages are reported to be falling behind the national average in a number of other cities which have experienced population changes similar to those in Washington.

***Editor's note:** Carl F. Hansen has written a theme on the "Miracle of Social Adjustment" which deals with desegregation in the Washington, D. C. public schools. Mr. Hansen's article was written under the auspices of the Anti-Defamation League of B'nai B'rith. The Hansen theme seeks to explain the background, both social and economic, of the many problems facing the Washington, D. C. school authorities. Excerpts follow:*

1. Curriculum reorganization already completed has resulted in an increase in homogenous grouping at all levels, in order to reduce the range of differences in classes.

■

2. But, the overall average retardation in skill subjects will persist in most urban centers because of disabling socio-economic conditions.

■

3. The big fear, that integration will impair the education of some children in the community, is rapidly yielding to the concentrated drive to effectuate the big solution.

■

4. Evaluation of success in teaching, then, must be done in relation to the conditions under which that teaching takes place. Only if that is done, can the role of the Negro teachers in presegregation Washington, D. C., be validly measured.

Economy and Segregation Issues

Post + Times Herald

Compromise $2-Billion School Aid Bill Voted by House Group Faces Hurdles

Fri 4-5-57 Washington, D.C. P.1

By Jeanne Rogers
Staff Reporter

A House Education Subcommittee yesterday approved a five-year, $2-billion program of Federal grants to help states build critically needed school houses.

The measure, to be taken up by the full committee next Thursday, is a compromise betwen the President's proposal for a $1.3 billion, four-year program and a Democratic plan calling for $3.6 billion over six years.

Prospects of final enactment of a school aid bill are anybody's guess. The two big obstacles are an economy-minded Congress and the dispute over segregated school districts getting Federal funds.

President Eisenhower last night renewed his plea for emergency school construction legislation at a centenial dinner of the National Education Association.

Rep. Peter Frelinghuysen (R-N. J.), subcommittee member, said Mr. Eisenhower's continued support will help a lot in getting the program through Congress.

Subcommittee Chairman Cleveland M. Bailey (D-W. Va.) predicted success for the measure, both in the committee and on the House floor.

The legislation, approved by a 6 to 1 vote, authorizes $400 million a year, with States matching their Federal grant on a 50-50 basis. Half of the yearly grant—$200 million—would be distributed on the basis of school-age population, the other half on the basis of need, allowing poorer States more per child than richer States.

According to subcommittee staff calculations, based on figures for the 1953-54 school year, the measure would allow grants up to $1,729,000 for the District of Columbia, or $11.68 per school-age child.

By the same figuring, Maryland would be allowed $5,841,000, or $10.21 per child; Virginia, $7,305,000, or $12.50 per child, and West Virginia, $7,305,000, or $13.78 per child.

The Administration proposal would have allotted the funds according to need and effort, and the rival Democratic plan would have distributed money on school-age population alone.

The compromise bill also includes a Federal fund of $750 million for purchase of school construction bonds which local school districts cannot market at reasonable interest rates.

The measure contains a penalty-reward formula to encourage States to spend more on schools. That would reduce the Federal outlay in States that spend less than the national average and provide a bonus for those that spend more than the average.

Post + Times Herald

Teachers' Retirement Fund Boost Is Adopted

Thurs. 5-23-57 Washington D.C.

Senate Passes Bill For Higher Benefits With 11 Other District Measures

1400

By Elsie Carper
Staff Reporter

A program granting District teachers increased retirement funds and improved survivors benefits was approved by the Senate yesterday and sent to the White House.

The bill was one of 12 District measures voted by the Senate on the call of the calendar.

Retractive to last Oct. 1, the teacher legislation increases retirement income an average of 25 per cent. It also permits retirement for disability after five years of service rather than the present requirement of 10 and allows teachers who have reached 62 years of age to retire if they have five years of service instead of 15.

Backed by the Board of Education and major teacher organizations, the bill moved through the Senate without opposition. The House approved the bill May 13.

Contributions Rise

Teachers will increase their contributions to the retirement fund under the new plan from 6 per cent of salary to 6½ per cent. The District will add $867,000 to its present $2.6 million annual contribution.

Sen. John J. Williams (R-Del.), who had indicated that he might hold up the bill to give it further study, let it go through, but his desire for more information on a police and firemen retirement program delayed enactment of that proposal.

Williams said he favored legislation to give the police and firemen an improved retirement program but he wanted to know why benefits differed from those granted civil service employes last year.

Retired police and firemen receive benefits computed on salary that changes as pay raises are voted, while retired employes under the civil service law receive a percentage of their highest salary averaged over a five-year period with the amount remaining constant.

Other Bills Approved

Also approved by the Senate and sent to the White House were bills that would:

- Permit Lorton Reformatory to sell historic-type gun mountings made by inmates to States for parks and museums.
- Lower the license cost of two wheel auto trailers and set a $5 registration fee for antique motor vehicles.
- Allow District Court Judges who appoint members of the Board of Education to remove them for cause.

Other measures approved by the Senate and sent to the House for action were bills to:

- Permit District Teachers College to grant graduate degrees.

Post + Times Herald

- Change the method of taking the annual school census to allow school officials to make spot check surveys in fast growing population areas of all children under 18 rather than an annual city-wide census of children 3 to 18.

P.M-a

- Simplify the process of making legitimate a child born out of wedlock to parents who subsequently marry. At present the father must appear in person before the District Health Officer to acknowledge paternity. Under the bill he may admit he is the father before anyone legally authorized to take oaths.
- Levy a penalty against owners of substandard buildings who fail to pay the District for demolishing the structure after condemnation.

The Senate also approved and sent to the House four bills that would relieve certain organizations from paying city taxes. Exempted from real estate taxes were the National Association of Colored Women's Culbs, 1601 R st. nw.; Decatur House, 748 Jackson pl. nw., owned by the National Trust for Historic Preservation; and the American Historical Association, 400 A st. se.

1400

Exempted from sales tax on materials to be used in building war memorials were the Society of the First Division, the Second Division Association and the Society of the Third Division.

Tito Man Soviet Guest

BELGRADE, Yugoslavia, May 22 (AP)—The government said today Defense Minister Gen. Ivan Gosnajak will visit Soviet Russia in June on invitation of Soviet Defense Minister Georgi Zhukov. Gosnjaj, who is also a member of the Politburo, is one of the closest associates of President Tito.

14d(1) 1957 D.C.

School Integration Defended by Hansen

Evening Star Mon. 2-11-57

Six-Point Plan Outlined To Maintain Standards

Washington D.C.
P. I-B

By JOHN M. McKELWAY

A top official of District schools attempted today to squelch fears that integration will lower standards of education.

Dr. Carl F. Hansen, assistant superintendent in charge of senior high schools, said:

"If the schools are prepared to teach children according to their needs and abilities, no child will lose because some or even large numbers of pupils are academically retarded."

He feels that the gifted, the average and the slow learning child will learn at the rate of which they are capable — if schools are organized to teach children of varying backgrounds.

Dr. Hansen added that District schools using a six-point program are well on their way to the objective: "Maximum development of every pupil, regardless of race, creed, cultural and economic status, and supposed capacity for learning."

Gives Views in Pamphlet

Dr. Hansen's remarks are contained in a report on desegregation in the Washington schools published today in the form of a pamphlet by the Anti-Defamation League of B'nai B'rith.

He takes his title—"Miracle of Social Adjustment"—from his answer to a question during the probe of District schools by the Davis committee.

When asked whether he thought integration had proceeded smoothly, he answered that integration in the District had been a "miracle of social adjustment."

Dr. Hansen said it is possible for the school system to get down to business now that the "first distractive stages of desegregation have been passed."

Outlines 6-Point Program

The school system's six-point program to improve education is presented by Dr. Hansen in this fashion:

1. A four-track program for senior high schools, which provides for gifted students, regular college preparatory and general curriculums, and a basic curriculum for students who need help in fundamental skills.

2. A re-emphasis upon the skills program and a re-examination of promotional practices.

3. An increase of emphasis in certain subjects in those fields where pupils can be expected to meet minimum requirements.

4. An increase in special education to provide for the slow learner.

5. A drive to reduce the size of classes. The goal for 1957-58 is 32 pupils to one teacher in the elementary schools.

6. An extensive building program.

Progress Painfully Slow

But Dr. Hansen warns that progress will be painfully slow despite the ambitious objectives.

Dr. Hansen wrote:

"Desegregation does not provide a miraculous solution to deprivation. If it is believed that by mixing faculties and children the present retardation of many children will automatically and promptly disappear, this false hope will lead to disappointment.

"Cultural change is a slow process; for some, major improvement never occurs. Improvements will take place. . . . But the overall average retardation in skill subjects will persist in most urban centers because of disabling socio-economic conditions."

The author also dipped into the feeling that integration caused something of a mass movement by white persons to the suburbs.

Migration to Suburbs

"To what extent integration was a causative factor will never be precisely known," he wrote. "Outmigration to suburban areas is a widespread phenomenon throughout the United States."

From 1954 to 1956, Dr. Hansen said the white enrollment decrease was sharply accelerated while the rate of increase in Negro enrollment remained reasonable steady. That this happened offers no defense of segregation, nor does it suggest an argument against integration, according to Dr. Hansen.

As for one of the big problems — discipline in District schools Dr. Hansen admitted that "desegregation has added a new dimension to disciplinary problems and too many cases, both Negro and white, are discouragingly severe. The real truth is that on any given school day a visitor in the . . . schools will find schools being held in normal order and in an impressively business-like manner."

He stated that the proportion of serious disciplinary cases to the total enrollment is relatively low.

Praises Corning

Viewing the overall picture of integration, Dr. Hansen commented:

"Anyone who views the Washington story in its entirety, including the problems, disappointments and errors in judgment, will be impressed with the evidence of the integrity of most of the people in it, and will feel a glow of pride that in the Nation's Capital the ideal of individual dignity and worth, no longer simply an idle phrase in a textbook on American democracy, is now to a much larger extent a living reality in the lives of its citizens.

"The preparation and planning, and the successful carrying out of these plans in connection with the changeover to an integrated system of schools are the product of the leadership of School Superintendent Hobart M. Corning.

"But behind the man and the idea is a staff of professional teachers and principals who put plans into action with strength, courage and unshakeable determination, exemplifying the best in the teaching profession despite, in many instances, a personal leaning to the contrary.

"Students and their parents, civic and citizens' organizations almost uniformly supported orderly processes of change, sometimes despite their personal opposition to it."

In issuing the pamphlet, Henry Edward Schultz, ADL national chairman, said, "Dr. Hansen's authoritative findings should serve to balance the one-sided and negative picture presented recently by opponents of the integration program in Washington." He referred to the recent Davis committee investigation.

Experts Study Program for Sex Education

Post + Times Herald P. 1-B Washington D.C.

Special Committee Named by Corning For School Setup

Fri. 1-25-57

School Superintendent Hobart M. Corning disclosed yesterday that a special blue ribbon committee is evaluating the District public school sex education program.

"I have asked this group of doctors, psychiatrists and youth leaders to advise me whether we are doing enough in this field," Corning said.

Corning pointed out that there is a renewed interest in this controversial subject stemming from "shocking facts" about the rate of venereal disease and the number of unwed mothers among school age children.

"We would never have a course labeled sex education in any event," Corning said. He added that "much is now being done" in the schools to give young people the proper facts about personal hygiene.

Corning said, for the most part, District schools handle the teaching of sex on an individual basis through counselors, nurses and physical education instructors.

"I have asked the committee to advise us on such things as the best age to teach sex education," Corning said.

"We are willing to assume our share of the responsibility," Corning said, "but I don't believe sex education will cure all the things the community is shocked about."

Corning said he thought there should be an interplay of school and home control in matters dealing with sex.

Integration Of Schools Here Viewed As 'Miracle'

Post + Times Herald P. 1 Mon. 2-11-57 Washington, D.C.

Hansen Booklet Lauds Citizens For Acting With 'Brotherhood'

By Eve Edstrom
Staff Reporter

School integration in the Nation's Capital is viewed as a "miracle of social adjustment" in a booklet published today and authored by Carl F. Hansen, Assistant Superintendent of Schools here.

In this third year of integration, he states, the school administration is well on its way to the realization of its primary objective.

He describes this as: "The maximum development of every pupil, regardless of race, creed, cultural and economic status and supposed capacity for learning."

He continues that the "big fear, that integration will impair the education of some children in the community, is rapidly yielding to the concentrated drive to effectuate the big solution."

'Man-Made Miracle'

The "miracle" he speaks of is a "man-made miracle." His report, he states, chronicles events that "end on a positive note of affirmation because our fellow citizens acted with goodwill and brotherhood. Mankind is so rarely motivated in this blessed manner that instances of it must indeed be termed a 'miracle.'"

The report was published by the Anti-Defamation League of B'nai B'rith as one of its Freedom Pamphlets. In issuing it, the League notes that:

"Dr. Hansen's authoritative findings should serve to balance the one-sided and negative picture presented recently by the opponents of the integration program in Washington."

Hansen's report was prepared before the House subcommittee, headed by Rep. James C. Davis (D-Ga.), issued its critical report on the District's integrated schools. The Hansen study was not written as a rebuttal to the subcommittee's findings.

'Strong Contradiction'

"Nevertheless, his own evaluation of the accomplishments stand in strong contradiction to and offset the conclusions of the subcommittee," states Henry Edward Schultz, League national chairman and a member of New York's Board of Higher Education.

Schultz says Hansen "convincingly answers" the subcommittee's principal charges with detailed explanations of these facts: the District had a carefully worked out desegregation plan; disciplinary problems are "relatively low," prospects for a better school system are steadily growing, and the movement of the population to suburban areas is a widespread phenomenon throughout the United States.

The Lie That Failed

Courier Sat. 3-2-57

With a great fanfare of falsehood, innuendo and fiction, the House District of Columbia Committee, chaired by Representative Davis of Georgia, launched, last summer, an investigation to "prove" the failure of desegregation of schools in Washington. Pittsburgh, Pa.

The prejudiced findings were widely publicized and, as intended, gave aid and comfort to subversives bent upon destroying confidence in the U. S. Supreme Court's decree ending separate racial schools.

Now comes a documented study entitled "Miracle of Social Adjustment," by Carl F. Hansen, assistant superintendent of D. C. schools, and published by the Anti-Defamation League of B'nai B'rith, which categorically gives the lie to all the charges laboriously drummed up by the Davis "investigation."

In his careful study Dr. Hansen points out that contrary to the charge that schools had hastily and thoughtlessly been desegregated, the project actually was under study for 15 years and full preparations made for it because separate-but-equal had proved a failure.

Disciplinary problems were actually low, relatively speaking; movement of whites to suburbs was no greater than elsewhere; and integration tended to lift standards rather than lower them.

With this authoritative study, the Davis lie is scotched.

School Integration In Capital Praised

Herald Tribune P. 8
Mon. 2-11-57
New York

Official Sees Objectives Attained In 'Miracle of Social Adjustment'

WASHINGTON, Feb. 10 (UP).—A top Washington school official said today integration in District of Columbia schools is "a miracle of social adjustment."

Dr. Carl F. Hansen, assistant superintendent of Washington schools, said the local Board of Education is "well on the way" to realization of its primary objective: "the maximum development of every pupil, regardless of race, creed, cultural and economic status, and supposed capacity for learning."

Mr. Hansen made the statements in a report published by the Anti-Defamation League of B'nai B'rith. In it he reviewed the preparation and planning for integration of Washington schools and the progress of the program to date.

House Unit Disapproved

Four Southern members of a House District of Columbia subcommittee, after extensive hearings, issued a report in December recommending that the integration program be abandoned. They said it had caused "appalling" disciplinary and sex problems.

However, two other subcommittee members refused to go along with the report. They said it was biased, provocative and concerned mainly with "sordid headline items."

Mr. Hansen said the "big fear" was that integration would hold back the education of some children. But, he said, that "is rapidly yielding to the concentrated drive to effectuate the big solution."

Negroes Show Gains

"In the cultural Siberia in which many Negro children live," he said, "they acquire too little that is educationally helpful before they come to school and as a result teachers must supply many of the experiences and learnings which children should get as a matter of course in home an dfamily life."

"The wonder is, then," he added, "that so many of the Negro children who have had so little in their homes have gained so much in school."

Fortunately, he said, parents decided the way to remedy the situation was to reduce class size and to set up special classes for retarded pupils rather than to urge a return to segregation.

Washington schools were among the first to be integrated after the Supreme Court decision on May 17, 1954. President Eisenhower had urged that district schools set an example for other segregated schools to follow.

Henry Edward Schultz, national chairman of the Anti-Defamation League, said Mr. Hansen's report "was not written as a rebuttal to the subcommittee's findings." But he said it stands "in strong contradiction" to the conclusions of the subcommittee.

1600 Held 'Poor Risks'

Post + Times Herald
Washington, D.C.

13 Per Cent of 1st Grade Pupils Here Found Not Ready for School Work

Times 1-17-57

By Liz Hillenbrand
Staff Reporter

Tests of first graders in District public schools indicate that more than 13 per cent of them "probably will not be successful in first grade work," a school official said yesterday.

"This is way out of proportion in the 'poor risk' category," Irene C. Hypps, assistant superintendent of schools in charge of pupil appraisal, study and attendance, told a meeting of the Commissioners Youth Council.

Of 12,080 children given the standardized first grade "readiness" test during their first three weeks of school last fall, approximately 1600 indicated they were not ready for first grade work, Mrs. Hypps said.

"This shows that school performance is a community-wide problem shared by the schools," she said. "The schools keep getting blamed for not having every child meet the standards. But the tests indicate the community needs to do more about this serious problem on the preschool level."

The tests were given all public school first graders for the first time locally last fall, as part of an expansion of the pupil appraisal department's program, Mrs. Hypps said.

They measure such factors as recognition of special relationships, recognition of objects, muscular coordination, ability to follow directions and readiness to learn reading. The tests do not indicate "whether physical or social" factors contribute to failure, and further tests are needed, she said.

Some teachers and parents have felt some children are entering school at too young an age. Present regulations require a child to be 5 by Jan. 15 to enter kindergarten the previous fall, and at least one year older to enter first grade.

A full report on the survey has been sent to School Superintendent Hobart M. Corning, Mrs. Hypps said. His office declined comment on the report.

In other action yesterday the Council's executive committee recommended no change be made in Juvenile Court jurisdiction over juveniles 16 years old or more who have committed serious offenses. The committee had studied the possibility of transferring such offenders to jurisdiction of adult court.

Mrs. Florence Cornell, principal of Adams School, described the progress of the Adams-Morgan Better Neighborhood Conference—an effort to raise educational and cultural levels in the area by setting up study groups within the homes. The group is seeking funds from the Urban Renewal Council to obtain professional help for parent and citizen education.

Claims Schools Must Integrate

Defender Chicago, Ill
Sat. 3-9-57

WASHINGTON — (ANP) — Congressman Adam Clayton Powell last week served notice on his colleagues that he would press for the passage of his school bill with its anti-segregation provision despite opinions that it would sound the death knell for the entire federal aid program.

The Democratic Representative, who supported the Republican candidates for President and Vice President last year, made this declaration before the House Education Subcommittee.

The New Yorker urged the committee to consider his bill, in spite of argument that the Powell Amendment killed the school construction bill in the last session of Congress.

Powell is the third ranking Democrat member of the House Education Committee, and should have rightfully headed the subcommittee considering the school construction bill. He was stripped of his seniority at the reorganization of this 85th Congress, supposedly because he had supported Eisenhower and Nixon.

He tried again this week to recapture his seniority rights, but the attempt was unsuccessful. A motion was offered at a closed committee session Tuesday to reconsider the vote for Powell's chairmanship. The motion was reportedly defeated by a vote of 21-4.

The vote to adopt a rule allowing the committee chairman to name subcommittee heads without regard to seniority was approved two weeks ago by a margin of 19-9. Powell called the first vote "discrimination" when committee chairman Graham Barden of North Carolina by-passed his name in the selection of subgroup chairmen.

Adams Given D. C. School Finance Post

Post + Times Herald
Washington, D.C.
Sun. 3-31-57

Bert K. Adams, assistant director of finance in Arlington public schools for the past seven years, has been named finance officer of District public schools.

Adams

Adams will begin in his new post April 22. He replaces John P. Sykes, who resigned last December. No successor has been named to fill Adams' position in Arlington.

T. Edward Rutter, Arlington school superintendent, commended Adams' work and expressed regret at his leaving at a school board meeting last week.

A native of Fairfax County, Adams is a graduate of Fairfax High School and has a degree in business administration from American University. He had four years of experience in a public accounting firm before joining the Arlington school system.

He lives at 6213 Williamsburg blvd., Arlington, with his wife and two children.

Cuban Angle Probed In Mexican Blast

MEXICO CITY, March 30 (UP) The newspaper El Universal said today police are investigating reports that the dynamite warehouse that exploded here Wednesday was set up to serve Cuba's rebels.

The double blast that wrecked the unlicensed warehouse killed at least 16 persons and injured 160. Highway police were ordered today to search every truck entering Mexico City to prevent the smuggling of further illegal explosives into the capital.

School Quiz Proposals Are Blasted By Corning

'Chaotic Upheaval' Seen in Probers' Advice for Return To Segregation

By Jeanne Rogers
Staff Reporter

School Superintendent Hobart M. Corning yesterday flatly rejected school system changes recommended by a special House District subcommittee and, in effect, accused members of having made up their minds in advance of hearings.

In a report to the Board of Education, Corning said a subcommittee proposal to return to separate but equal schools in the Nation's Capital "would be illegal . . . and would result in chaotic upheaval" within the school system.

"By way of general comment," Corning said, " . . . that recommendation alone seems to indicate the prime purpose of the committee which is undoubtedly basic to its various findings and recommendations."

The re-segregation recommendation was hooked onto the District school report by a Southern majority of the subcommittee after two of the six members refused to sign the document and issued a minority report of their own.

These members, Reps. DeWitt S. Hyde (R-Md.) and A. L. Miller (R-Neb.), said the subcommittee headed by Rep. James C. Davis (D-Ga.), went out of its way to find fault with District schools.

Corning said the Congressional school investigators failed to heed his testimony to "any appreciable degree." Corning was grilled one entire day of the public hearings last fall.

The superintendent recalled that he was asked by Rep. John Bell Williams (D-Miss.), a subcommittee member, what legislative recommendations might improve District schools.

Corning said he replied "that our most pressing need is for more teachers so that classes can be smaller." This was not mentioned in the subcommittee's series of legislative proposals.

"We need more teachers for special classes, more supervisors and an expanded testing department and to relieve serious overcrowding, we need more school buildings and we need them more rapidly than is possible under the current pay-as-you-go program," Corning reiterated yesterday.

Corning added "if the committee is sincerely seeking for things that will help, these are the things that are of primary importance."

The District's "middle-of-the-road" integration plan, started three years ago, was the best for the Washington community, Corning said.

The subcommittee's contention that District school integration proceeded at an unwarranted speed is an unfair charge, Corning said.

"The superintendent and the Board of Education have been criticized by people who live here and whose children might be concerned on one of two counts—either too great a degree of gradualism . . . or because the plan (integration) moved too swiftly," Corning said.

District school officials were prepared for the start of integration, Corning said in refuting a subcommittee claim to the contrary.

"Testimony shows," Corning said, "that prior to the decision of the Supreme Court, the staff officers with the Superintendent, in a series of many conferences and work sessions, studied for two years the means of bringing about an integrated school system."

Those who claim the transition took place too quickly should consider the alternatives, Corning stressed.

"Undoubtedly, had the Board of Education not acted promptly, there would have been repeated and intensified tensions and demonstrations due to the excessively overcrowded conditions in the colored schools when there was available space in the white schools," Corning said.

Cites Constant Controvery

During the last several years of segregation, Corning reminred, 21 schools had been transferred (from the white to Negro division) and "in each case there was controversy, dissatisfaction and unrest."

Had the School Board delayed integration, Corning said, McKinley High School, at least one junior high school and several additional grade schools would have been transferred to Negro use "because it would have been untenable to require colored children to continue to pass half-filled white schools on their way to overcrowded colored schools."

Corning underscored his belief that a year-by-year integration plan would not have worked here. Families would have been divided and such a program would have taken 13 years to accomplish, Corning said.

"In other words, the schools and the community would have been continously disturbed over a long period of time because the issue had not been faced squarely at the beginning," Corning said.

Commenting on the subcommittee conclusion that the Washington integration experience is not a model to be followed by other communities, Corning said:

Migration Issue Ignored

"It has never been contended that the plan in Washington was established as a model for the Nation. On the contrary it has been repeatedly stated that it was designed for this community only. Each community will need to work out its problems in the light of its own particular circumstances."

Many of the problems listed by the Davis subcommittee are not problems which resulted from school integration, Corning said.

For example, he said, the subcommittee claims that there has been an accelerated movement of the white population to the suburbs.

"In this connection," Corning said, "the subcommittee seems to have ignored testimony of the superintendent and material supplied from the Research Department of the schools which show that the migration of the white population to the suburbs has been going on for many years."

This shift of population to the suburbs, Corning said, has been happening not only in Washington but in every large city.

Corning denied the subcommittee's charge that sex problems in intgrated schools have aroused parents and contributed to the exodus of the white population from the city. Corning said the reported number of illegitimate births and cases of venereal disease among school-age children "are indeed astounding and tragic."

But, he said, "it cannot be claimed that these conditions are the results of school integration."

The subcommittee statement that Washington schools are more adequately financed than other school systems is not true, Corning said. Nor is the subcommittee charge true that integration has caused an undue number of teacher resignations and early retirements, Corning said.

Corning made these comments on specific subcommittee school recommendations:

Liberalization of present student transfer policies "would leave the administration without adequate control of total enrollment in any school."

Creation of trade schools for pupils of low mental ability is akin to current plans to set up a city-wide school for boys who need a shop-centered type of program.

Establishment of separate schools for problem children does not work to the "best interest" of these youngsters who are better off in special classes in regular schools.

A separate training school for chronic delinquents and incorrigible students is a problem of the Welfare Department and the Court—not the schools.

Creation of a city-wide technical school was one of the first steps in the desegregation program. This berger of Armstrong High into McKinley should be completed by next September.

Conversion of District Teachers College to a 2-year junior college is part of a long-range plan to turn the institution into a municipal college, including a teacher training department.

Keeping of school records by race would be of no future value.

"It is believed that practices in other cities where schools are integrated do not include the keeping of racial, religious or political statistics," Corning said.

was to desegregate or, without any moral rational, or legal support, to continue segregation. . ."

Hails Integration In D. C. Schools

WASHINGTON—(INS)— Integration of Washington public schools was described Sunday as a "miracle of social adjustment" which could serve as an example for parents and educators throughout the South.

This was the conclusion of Dr. Carl F. Hansen, assistant superintendent of Washington schools, in a detailed report on how the nation's capital scrapped segregation in the classroom.

Hansen conceded that there were "problems, disappointment and errors in judgment," but he tended to discount most major fears over the results of integrating schools.

His views contrasted with a House District of Columbia subcommittee which recently strongly condemned the effect of integration in the district. The unit, composed predominantly of southern congressmen, recommended that segregation be restored in the nation's capital.

Hansen's report was published by the Anti-Defamation League of the B'nai B'rith, a Jewish service organization. League President Henry Schultz said it "should serve to balance the one-sided negative picture presented recently by the opponents of the integration program in Washington.

Hansen said: "A miracle of a kind has taken place in the nation's capital, although adverse episodes and disruptive experiences may seem superficially to support a contrary view."

The school official hailed the "courage" and foresight of the Washington board of education, which came out in favor of integration on May 25, 1954.

He declared: "the insistent battering ram of public opinion against racial discrimination in the capital city had already broken down many traditional barriers and had evoked much preparation for change within the school system itself, so that a state of mind favorable to immediate desegregation existed at the time."

Moreover, the school administration and the board of education were painfully aware of the several pending demands for school facilities by Negroes whose children attended overcrowded schools although they lived near half-empty ones.

"In plain language, the choice

Davis Report designed to aid diehards

The report issued by the Davis Subcommittee regarding integration in public schools of the District is a tragic example of the ultimate in distortion.

As bad as the report and recommendations are, the greater tragedy is what was left un-reported.

On the surface, the report appears to be the findings of the House Committee on the District of Columbia.

This Committee has 25 members and a clerk. They represent a total of 18 states, including New York, Illinois, Minnesota, Iowa, New Jersey, Pennsylvania, Connecticut and California.

But the Subcommittee, which actually compiled the report, consisted of only six men representing six states. Five are from southern states.

Two of the Subcommittee members refused to sign the report on the grounds that it is provocative and "deals entirely with the sordid headline items . . ."

Consequently, the majority report was signed by only four members of the Subcommittee. They represent four southern States: Georgia, Mississippi, North Carolina and Virginia.

Not only are the members who signed the report also signers of the infamous "Southern manifesto," but each of the states represented is currently seeking to evade the U.S. Supreme Court's school desegregation order.

Another significant fact is that William Gerber, ex-Crump machine hatchet man (Memphis, Tenn.) and known pro-segregationist, was the chief architect of the Davis Subcommittee monstrosity.

It is not surprising then that a report, fathered by such a combine as represented by James C. Davis (Ga.), Woodrow W. Jones (N.C.), Joe T. Broyhill (Va.) and John Bell Williams (Miss.) lacks objectivity, is provocative and designed to "prove" that school integration will not work.

What is surprising, however, is the fact that the Democratic majority of the parent Committee and the House remain silent while four conscienceless members prostitute the name and prestige of Congress.

It should be recalled that, even while the so-called hearings were being held, both President Eisenhower and Adlai Stevenson expressed doubt that the alleged investigation would serve any worthwhile purpose.

It should be recalled that Rep. Roy W. Wier of Minnesota, a member of the full Committee, asked that the hearings be called off.

It should be further recalled that Rep. William L. Dawson, also a member of the full Committee, accused the Subcommittee of acting without the authority of Congress, and asserted that any resulting report is a nullity.

Despite all this, the Davis combine went through with its investigation.

It issued a distorted report. It called for a return to segregated schools in the nation's capital.

Now it is preparing to ship several hundred thousand copies of this distortion to every state in the country.

The purpose is to stir up as much pro-segregation sentiment as possible in the hope of delaying school integration in the South.

The deeper tragedy is that Congress, by permitting the prostitution of its name and prestige, is compounding this foul deed.

D. C. Catholic Schools' Desegregation Lauded

By Jeanne Rogers
Staff Reporter

The smooth process of integration in Washington Catholic schools was praised recently by Father Albert S. Foley, S. J., of Spring Hill College, Mobile, Ala.

The Jesuit Sociologist, in a paper on desegregation in the Nation's Capital parochial school system, cited the quiet, behind-the-scene efforts of Archbishop Patrick A. O'Boyle of Washington which he said made the transition possible.

Father Foley's paper was a summary of findings he made for a doctoral dissertation at North Carolina University. It was entitled "The Catholic Church and the Washington Negro."

The priest noted that Catholic school desegregation in Washington was "paralleled and accompanied by the problem of the premature panic evacuation of parish neighborhoods by white parishioners who families formed the backbone both of school and of parish life."

Father Foley said if the "panic evacuations" continue it could amount to a "re-segregation of areas that have become desegregated in recent years."

"This," he said, "is possibly the most perplexing and challenging of all the unresolved problems that persist once the desegregation process has become a *fait accompli* . . . In Washington, much progress still remains to be made in rising to this challenge and changing it into one of the Church's greatest opportunities for spiritual and educational service to the most unprivileged of America's minorities."

Father Foley detailed the work of Archbishop O'Boyle toward a tranquil integration. He pointed out the prelate, shortly after taking over the archdiocese in 1948, decided that segregation would be abolished in the Catholic schools.

However, the priest underscored the fact that the archdiocese included five rural countries in Southern Maryland. Therefore, he said, the Archbishop refrained from issuing a diocese-wide decree and concentrated on removing racial school barriers in Washington. This step formally began in 1950. Later it was repeated in the Maryland segment of the Archdiocese.

In preparation, Father Foley said, all principals of Catholic high schools were assembled for discussions of the experimental cases of integration that successfully had been tried out in two high schools, beginning in the 1948-49 school term.

Father Foley said that there are 186 non-whites in 13 out of 16 schools in the Catholic secondary school network today.

The priest added that in the summer of 1949, a committee of parish pastors and the director of archdiocesan education decided to admit to the lower grades—kindergarten to third—any "bona fide Negro Catholic applicants whose parents were residents of their respective parish."

"The Washington experience," Father Foley said, "has demonstrated that the vast majority of students on both the elementary and the secondary level accept the change of policy and the admission of Negro students without overt negative reactions."

He added: "There were no student strikes or riots in the system. But there were enough minor instances to create a demand for constant attention, vigilance, supervision and control by motivation and direction on the part of faculty and administration."

"In some cases," the sociologist said, "symptoms (of rejection) were dispelled by student leaders who pioneered in showing the way to other students." In a few cases, he said, intervention by teachers to encourage mutual acceptance paved the way for the overcoming of "initial standoffishness."

D. C. Heads Accused of Obstructing School Plan

P-TA Leader Says Survey Will Delay Efforts to Borrow For Construction

The Legislative Chairman of the District Congress of Parents and Teachers yesterday accused the District's Commissioners of "boondoggling" on the issue of an adequate school construction program.

R. N. Shewmaker criticized the Commissioners' appointment of an "interim citizens committee" to review and re-evaluate the entire public works program, including "vitally needed" school buildings.

Shewmaker said such a time-consuming review will kill the chances of the Board of Education's proposal to ask Congress this session for legislation which would let the schools borrow $69 million over the next five years for school construction.

"Once again," Shewmaker said, "an unresponsive, paternalistic Board of Commissioners is lecturing us—the voteless citizenry—on what is good for us."

Referring to the makeup of the special study committee, Shewmaker pointed out the lack of school representation. He reminded that the P-TA Congress asked that its president, John B. Gillilland, and Carl C. Smuck, Board of Education Finance Committee chairman, be included as members. The Commissioners turned down the request, stating there is no place on the committee for citizenry with partisan or special viewpoints.

"Are we to assume, then, that the Commissioners carefully inquired of each of the many Board of Trade members appointed to the committtee as to whether he had any connection with the much publicized statement filed with the school board by the trade group opposing borrowing for school construction?" Shewmaker asked.

"All indications point to the fact that a partisan or special viewpoint is any viewpoint unpopular with the Board of Commissioners," Shewmaker said.

Shewmaker said it is a "rare form of boondoggling" for the Commissioners to ask such a committee to review, in effect, school standards.

"Does this not represent a flagrant usurpation of authority by the Commissioners which, by law, resides in the Board of Education?" Shewmaker asked.

"We can only say," Shewmaker concluded, "there has been ample time for the Commissioners to survey these (city agency) needs at the same time that the school officials were surveying school needs."

"The prospect now is for at least one more year of delay in getting after our critical school needs, and the continuation of the oft-repeated District program of too little, too late," Shewmaker said.

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Teacher Salary Raise Opposed By McKeldin

Last + Times Herald
Washington D.C.
Mon. 1-7-57

Governor Says Local Government 'Ought to Assume Responsibility'

Gov. Theodore R. McKeldin of Maryland said yesterday he is "opposed to an increase in teachers pay at the state level."

"Local subdivisions ought to assume this responsibility," the Republican governor said. "They are not taxed beyond their ability to pay, as far as teachers are concerned."

A bill calling for an $800 increase in all teachers' pay over the next two years is expected to be introduced to the General Assembly this week. The cost to the State would be $22 million.

He said he would not recommend a teachers' pay raise nor include it in his budget. On the question of a veto, he said, "members of the legislature do not like a Governor to state his plans."

Speaking on WTOP-TV's panel show, "City Side," McKeldin said counties could finance a pay raise for teachers out of the 5-cent-a-pack tax on cigarettes which he has proposed. Under his plan three cents of the new tax would be retained by the counties.

The tobacco tax was proposed to raise $7 million to balance the upcoming budget.

Disputes Turnbull Statement

The Governor disputed a statement by Senate majority floor leader John Grason Turnbull (D-Baltimore County) that the actual deficit would be $20 million and there would be a $13 million surplus in the current budget which would make up the deficiency.

"He is mistaken," McKeldin said. "All the Democrats in the legislature are running for Governor."

Turnbull announced two weeks ago he would seek the Democratic nomination for Governor in 1958 to succeed McKeldin, who cannot succeed himself.

Administration estimates of the surplus in the current budget run between $7 and $8 million. McKeldin declined to reveal the total general fund requirements for the coming year in advance of the presentation of the budget to the legislature.

Turnbull estimated a total budget of $164 million with revenue pegged at $143,580,237.

McKeldin said he would be inclined to veto a bill Turnbull said he will introduce to the legislature which would limit the amount of surplus which could be carried over from one year to balance the following year's budget. "It's a bad bill," the Governor said.

The tobacco tax which includes a 2-to-4-cent levy on cigars "represents the best advice we can get," McKeldin said.

Lobbied for Two Years

He said tobacco wholesalers have lobbied for such a tax for the past two years and "I don't think it would affect southern Maryland growers adversely."

The Governor added he now feels he was mistaken two years ago when he said such a tax would have a bad psychological impact. "I'm convinced that is nonsense," he said.

On a proposal to return the District of Columbia to Maryland, McKeldin said "we don't want it." He said he also is opposed to making a vast independent Federal city out of Metropolitan Washington.

Even though Prince Georges County is "the Achilles' heel" of Maryland Republicans, "we love the County and especially love Montgomery County. We (Republicans) do all right there."

A better solution, he said, would be to create a Metropolitan Washington Authority, similar to the one Baltimore City and Baltimore County have, to iron out difficulties of the area.

Corning Blasts Davis' Report

Star P. 1
Sat. 1-5-57
Washington D.C.

Rules Out Return To Segregation

By JAMES G. DEANE

School Supt. Hobart M. Corning will oppose key recommendations of the Davis subcommittee for revamping the District's integrated public school system.

Dr. Corning yesterday rejected proposals to ease school boundary rules and set up separate schools for slow-learning children. He also ruled out a return to full segregation, calling this illegal and asesrting it would cause "chaotic upheaval" in the schools.

Text of Comments by Supt Corning on Davis Unit Proposals. Page A-14

The school superintendent also accused the Davis group of ignoring his testimony at its public hearings. He pointed to his plea at the hearings for more teachers, supervisors and other school improvements, and for more generous financial support in general.

Dr. Corning made his comments in an eight-page report to the board of education. Most board members already have voiced public opposition to the Davis proposals.

The Davis recommendations were made by Representatives Davis of Georgia, Williams of Mississippi and Jones of North Carolina, Democrats, and Broyhill of Virginia, Republican. Representatives Miller of Nebraska and Hyde of Maryland dissented.

Denies Move "Too Rapid"

The school chief flatly denied an assertion by the Davis unit that District integration has been too rapid. He said there are "still many unsolved problems," but he declared that "progress is being made in the solution of these problems."

He also said, in effect, that the city schools had no practical alternative but to integrate in the fashion they did soon after the Supreme Court's anti-segregation ruling in 1954.

School officials, Dr. Corning said, worked on integration plans for two years before the court ruling, consulting the experience of other school systems and bringing in nationally recognized experts.

He also noted that teachers and other school personnel attended a series of workshops and carried on other studies by way of preparation. The views of civic groups also were obtained, he added.

Star P. 13-A

Dr. Corning characterized the District's integration program as a "middle-of-the-road" plan, which he said was actually "somewhat gradual."

Procedures Cited

Instead of reassigning all students, his report noted, the plan allowed them to stay in schools they were attending in 1954 until promotion or graduation.

A special hardship committee also has functioned continuously since integration to hear parental requests for special transfers, and under this procedure many children have been allowed to attend schools outside the boundaries within which they live, he said. The report did not give any number.

Dr. Corning pointed out that the school system, just prior to integration, had been subjected to "controversy, dissatisfaction and unrest" because of pressure to transfer "half-filled" white schools to colored pupils housed in overcrowded ones.

Twenty-one schools were transferred in the last several years before the court's ruling, and several more would have had to be similarly transferred if segregation had not been abandoned, he said. He also asserted that it would have been necessary to take many teacher salaries away from the city's white schools.

Eight lawsuits were pending against the school board, and more could have been expected if action had not been taken, the superintendent said.

Dr. Corning also said no one proposed a more gradual integration program "which would be practical."

Gradual Plan Hit

A plan to integrate only a grade at a time, which would have taken 13 years, "would have resulted in prolonged, continuous and increasing tensions and disturbances," he said.

Dr. Corning criticized the Davis group for linking school integration and an outgo of white residents from the city. He said the group had ignored data showing the migration "has been going on for many years," and in every large city as well as in Washington.

"It is undoubtedly true that some families did move to Maryland or Virginia in order to avoid the integration of the schools," he said. But he added:

It is not possible to prove that the decrease in the white population in the schools is due solely to integration."

The superintendent denied that the schools have had any significant increase in teacher resignations or retirements since integration.

He also denied a Davis contention that the District schools are more adequately financed than many comparable school systems. Among the 18 largest cities, the District ranked 13 last year in per-pupil expenditure, he noted.

The superintendent's report said school authorities have no evidence of irregular interracial sex behavior, although he agreed with the committee that the number of illegitimate births and the amount of venereal disease reported among school-age children "are indeed astounding and tragic."

Cost Rise Denied

Also denied was a committee assertion that integration had increased school costs. Dr. Corning blamed increased financial needs on higher enrollment and an unmet "backlog."

Integration, he said, has better use of teachers and buildings.

"It has never been contended by the superintendent or the Board of Education that the changeover has worked perfectly," Dr. Corning declared.

"On the contrary, it has been freely admitted that problems have developed which need to be solved and which can eventually be alleviated. Many of the problems listed by the Davis Committee are not problems which resulted from the integration of the schools, but rather which have been brought to light by the merging of the two school systems."

The school system's most pressing present needs, he added, are more teachers so classes can be smaller, more supervisors, an expanded testing department, and more buildings to meet serious overcrowding.

"If the committee is sincerely seeking for things that will help, these are the things that are of primary importance," he declared, noting that he had made the same statement in the hearings.

School Board Seeks Power to Expel Pupils

By Grace Bassett
Staff Reporter

The Board of Education sought legal power yesterday to expel problem children from District schools.

Members called on Corporation Counsel Chester Gray to draft legislation revising the law on the books that makes classroom attendance compulsory for youngsters aged 7 to 16.

The Board acted after deciding current law gave it no express authority to expel.

This demand for a major policy revision followed by one month a House District Subcommittee report urging flexibility in current compulsory attendance laws. School administrators should be free to expel slow learners who are a drag on their classmates, the Subcommittee headed by Rep. James C. Davis (D-Ga.) maintained.

Favored by Lane

Engineer Commissioner Thomas A. Lane also has spoken out against keeping in public classrooms pupils who can't or won't learn.

"I don't believe forced attendance of incorrigibles helps either the child or the school," Lane said yesterday, in endorsement of Board action.

Walter N. Tobriner, Board member who urged the new law, stressed it would protect youngsters as much as school standards. He suggested a law emprowering the Board to expel, under uniform rules to be drawn by Board members. Rules would work like this:

A first recommendation for expulsion would come from the problem child's principal. The superintendent, on receiving it, would order an immediate psychiatric examination for the child. On the basis of the medical and classroom reports, Corning then would either shift the child to a special class or ask the Board for an order of expulsion.

"But the expelled youngster must not be forgotten then," Tobriner cautioned.

He tied to his proposal an order for Superintendent Hobart M. Corning to organize a "systematic" program for molding expelled children into useful citizens.

Corning can begin by scheduling a conference with agencies such as the Commissioners' Youth Council, the Juvenile Court Advisory Committee, the United Community Services and the Health, Education and Welfare juvenile offices, Tobriner said.

He said the follow-through with youngsters might rehabilitate them to reenter school. If they can't get more out of further schooling, they can be turned away from delinquency to solid work habits in the community, according to Tobriner.

Now expulsions are haphazard, Tobriner said.

He said a principal, with the nod of his superintendent, expels youngsters now and then. They often are seen next in juvenile court, he said. The compulsory attendance law condones expulsions in "special" cases. But the cases aren't spelled out, Tobriner said, and the results are untidy.

Other Board Actions

In separate action, the Board:

• Rejected a petition demanding that Cedric O. Reynolds, principal of Calvin Coolidge High School be fired. The complaint that Reynolds dealt unfairly with Lieut. Harry B. Andree, Jr., who directs the cadet corps, was signed by 28 persons who did not live in the neighborhood, the Board found.

• Sent to Health, Education and Welfare Department a new plan to expand the training of practical nurses in the school system, under a Federal matching funds program to begin locally next July 1.

• Deferred Corning's request to close the Francis evening school, 24th and N sts. nw. pending a hearing.

B'NAI B'RITH SPEAKER

House Group Hit On Proposal That Capital Drop Integration

WASHINGTON, Feb. 10 (AP)—The national chairman of the Anti-Defamation League today criticized as "one-sided and negative" the report of a House subcommittee which recommended that District of Columbia schools return to racial segregation.

The Anti-Defamation League is a division of B'nai B'rith, Jewish service organization.

ADL Chairman Henry Edward Schultz, a member of the New York City Board of Higher Education, made his comment in connection with publication by the ADL of a report on D.C. desegregation by Carl F. Hansen, assistant superintendent of schools.

Schultz said the report, titled "A Miracle of Social Adjustment," was written before that of the House subcommittee headed by Rep. James C Davis (D-Ga) was published Dec. 28.

"It is not intended as a rebuttal to the subcommittee's findings," Schultz said. "Nevertheless, Dr. Hansen's own evaluation of the accomplishments of the integration program stand in strong contradiction to and offset the conclusions of the subcommittee."

Davis declined to comment.

Hansen's report made these main points:

1. Hobert M. Corning, superintendent of D.C. schools, began working out a desegregation plan in April, 1953, in anticipation of the Supreme Court decision which came a little over a year later.

2. "Desegregation has added a new dimension to" disciplinary problems" but on the whole these problems have been "relatively low."

3. There is no basis for fear that desegregation will lower educational standards or reduce teaching efficiency. Prospects for a better school system are steadily growing.

4. It is "a fair and reasonable assumption that a significant amount of change of residence (migration to suburbs) resulted from the reorganization of schools." However, "to what extent will never be precisely known because" other big cities have suffered from suburbanization, too.

A four-member majority contended in the Davis committee's report that desegregation in the district was undertaken hastily, that it had mulitiplied disciplinary problems drastically, that it had lowered the educational level, and had resulted in heavy migration of whites out of the district. Two members disagreed and opposed a return to segregated schools.

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the way" to realization of its primary objective:

"The maximum development of every pupil, regardless of race, creed, cultural and economic status, and supposed capacity for learning."

Hansen made the statements in a report published by the Anti-Defamation League of B'nai B'rith. In it he reviewed the preparation and planning for integration of Washington schools and the progress of the program to date.

Southerners Critical

Four Southern members of a House District of Columbia subcommittee, after extensive hearings, issued a report last December recommending that the integration program be abandoned. They said it had caused "appalling" disciplinary and sex problems.

However, two other subcommittee members refused to go along with the report. They said it was biased, provocative, and concerned mainly with "sordid headline items."

Hansen said the "big fear" was that integration would hold back the education of some children. But he said that "is rapidly yielding to the concentrated drive to effectuate the big solution."

Wonders at Negro Gains

"In the cultural Siberia in which many Negro children live," he said, "they acquire too little that is educationally helpful before they come to school and, as a result, teachers must supply many of the experiences and learnings which children should get as a matter of course in home and family life.

"The wonder is, then, that so many of the Negro children who have had so little in their homes have gained so much in school."

Integration In Washington 'A Miracle of Adjustment'

Washington, Feb. 10 (UP)—A top Washington school official said today that integration in District of Columbia schools "is a miracle of social adjustment."

Dr. Carl F. Hansen, assistant superintendent of Washington schools, said the local Board of Education is "well on

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House Group Suggests School De-Integration

WASHINGTON—(INS)—A House subcommittee studying integration of public schools in the nation's capital urged this week that separate schools be re-established for white and Negro students.

Four members of the six-man group said there is evidence that integration has led to "definite impairment of educational opportunities for members of both white and Negro races.

The legislators said that hearings conducted last fall also pointed to "little prospect of remedy in the future" if the schools in the District of Columbia are not immediately re-segregated.

The four congressmen are Reps. James C. Davis (D) Ga., John Bell Williams (D) Miss., Woodrow W. Jones (D) N. C., and Joel T. Broyhill, (R) Va.

The two other members — Reps. A. L. Miller (R) Neb., and Dewitt Hyde (R) Md. — dissented on some of the majority's views although they agreed that statistics presented an undesirable record of the Washington school system.

The nation's capital was the first major city with segregated schools to integrate after the Supreme Court decision in May, 1954, which declared that separate schools for the races was unconstitutional.

There were some demonstrations in the schools, which have roughly half white and half Negro enrollment, at the outset but no major disturbances have been reported since then.

The majority report, based on public hearings conducted last fall, said that the evidence "points to a definite impairment of educational opportunities for members of both the white and Negro races."

And, the four Southerners declared, there is "little prospect of remedy in the future" unless the public schools are immediately re-segregated.

The subcommittee majority said that integration was "too hastily ordered" in Washington and that it "greatly accelerated an exodus of the white residents to the suburban areas of Virginia and Maryland."

In their minority report, Hyde and Miller said that "a more objective approach" to the inquiry would have shown that matters other than integration brought about some of the unsatisfactory conditions.

The two Republicans said that Negro leaders "and those actively interested in the advancement of the Negro people" have much work to do among the colored people.

As for the proposal to re-segregate the schools, Hyde and Miller noted that any move to separate the races again in the Washington schools "obviously cannot be done without a constitutional amendment."

The Washington committee for public schools, a group of 31 church and civic leaders in the city, immediately attacked the House unit's majority report as "negative and hostile."

Gerhard Van Arkel, chairman of the group, declared that "it is quite unthinkable to return to segregation." He said that the school problems are not the result of integration but are due to lack of adequate classrooms and insufficient teachers.

Rep. William L. Dawson (D.-Ill.) said that any report made by the Davis subcommittee on school problems in Washington would be illegal and therefore nullified.

Dawson made his contention on a House rule which he said the sub-committee had violated. He said no report could have any official standing until approved by the full committee and the sub-committee headed by Rep. James P. Davis (D.-Ga.) and hadn't been given the approval of the District of Columbia Committee of which it is a part.

Last October, Dawson challenged the validity of the committee and said he would take steps to tie up any payment of funds for conducting the hearings which ran about six weeks and sought to prove that integration was a failure in the nation's Capital.

The sub-committee has not applied yet for government funds to pay its expenses, but the government printing office has already printed a record of the hearings.

Report On Washington Schools Urges Segregation Be Restored

Four Southern members of a House District of Columbia subcommittee of six members have recommended that segregation be restored in the District's public schools. This majority recommendation was included in a statement of "additional views" which was appended to the draft of a general report on a District school investigation.

The majority maintained that integration of white and Negro pupils has "seriously damaged" the Washington schools.

"The evidence, taken as a whole," the majority said, "points to a definite impairment of educational opportunities for members of both white and Negro races as a result of integration, with little prospect of remedy in the future.

"Therefore, we recommend that racially separate schools be re-established for the education of white and Negro pupils in the District of Columbia, and that such schools be maintained on a completely separate and equal basis."

Signing the recommendation were Chairman James C. Davis, Georgia; Reps. John Bell Williams, Mississippi; Woodrow Wilson Jones, North Carolina, all Democrats, and Joel T. Broyhill, Virginia, Republican.

The two other members of the subcommittee are Dewitt S. Hyde, Maryland, and A. L. Miller, Nebraska, both Republicans. They protested against the time, last September, of the holding of the hearings and did not attend, saying they were busy with reelection campaigns.

The draft report of the majority declared that higher costs and an "appalling" increase in disciplinary and educational problems had resulted from integration. Other majority recommendations proposed a liberalized policy on pupil transfers, and establishing special schools for slow-learning pupils and for delinquents.

The two minority members, while rejecting the recommendation for restoration of segregation, calling it unconstitutional, found some portions of the report "factual" and acceptable. They commented: "The facts brought to light by this investigation seem to indicate that Negro leaders, and those actively interested in the advancement of the Negro people, have much work to do among the Negro people, and that all of the difficulties attended with integration are not caused by the seemingly uncompromising attitude of the white people."

These two members suggested "a more objective approach will uncover some good things in the educational and social life of District schools."

No report on so complicated a problems is likely to please everybody and escape all criticism. But other reports have indicated that serious difficulties have been encountered under integration in Washington.

Whatever may be said in criticism of the majority report, officials dealing with school problems arising under the Supreme Court's ruling and those pressing for integration should consider well these findings. We have no doubt that the minority is right in recognizing that there is "factual" material in the report.

Solon Rips School Probe

WASHINGTON — (ANP) — A Minnesota congressman last week called a House sub-committee recommendation to restore segregation in District of Columbia schools "an attempt to sabotage" public school desegregation.

Rep. Roy W. Wier, a Democrat and a member of the House District of Columbia committee under the chairmanship of segregationist Rep. James C. Davis (D.-Ga.), declared:

"From the beginning I charged it would be an attempt to sabotage the school system. Now the report of the committee bears out my charges that the sub-committee was trying to prove integration was not working and was trying to prevent it from working in the future."

Davis Subcommittee report would be illegal, Dawson says

Afro-American Baltimore, Md. P. 20
Sat. 1-5-57

WASHINGTON

Any report issued by the Davis Subcommittee on integration in District schools will be illegal and a nullity, according to a statement released by Congressman William L. Dawson (Dem., Ill.), early this week.

Mr. Dawson's statement said further that, "The proceedings on which the report is based were illegal and in violation of the rules of the House of Representatives.

"No report of a Subcommittee of a Congressional Committee has any official standing until approved by the full committee. No such approval by the Committee of the District of Columbia has been given."

LAST SEPTEMBER Mr. Dawson first struck at the Davis Subcommittee with charges that it was convened without proper legal authority.

At that time he favored blocking payment of expenses to the committee's counsel, or staff and referrend to the committee as "free wheelers."

His charges, the congressman pointed out, were based on a study of all the precedents set in similar situations.

He declared specifically that, "No committee of the House may sit during the adjournment of Congress without permission of the House and this committee does not have the indespensible permission."

MEMBERS OF the school investigating Subcommittee were: Rep. James C. Davis of Georgia, chairman Jonn Bell Williams of Mississippi and Woodrow W. Jones of North Carolina, Democrats; and A. L. Miller of Nebraska, Joel T. Broyhill of Virginia and DeWitt S. Hyde of Maryland, Republicans.

The two members who attended hearings most regularly are Davis and Williams. They are known to be among the most ardent advocates of segregation in the Congress. Davis is an ex-member of the Ku Klux Klan, and he and Williams have been addressing White Citizens Councils in support of school segregation.

sue of school integration is just as important to the United States as is the current situation in the Middle East.

The bill, H.R. 3213, was referred to the House Labor and Education Committee.

Chelf's School-Integration Plan Would Segregate Boys and Girls

Courier-Journal Fri. 1-18-57
Louisville, Ky.

Aims To Remove Discord Causes

By BEN REEVES
The Courier-Journal Washington Bureau

Washington, Jan. 17. — In what he called a new approach to the school-integration problem, Representative Frank Chelf, Lebanon Democrat today introduced a bill to send boys and girls to separate schools from the sixth through 12th grades.

The bill would apply only to schools that receive direct or indirect financial support from the Federal Government.

segregation-by-sex school system would be put into operation within five years after passage by Congress.

Chelf, a Democrat, said he did not view his bill as the complete answer to the integration problems. But he hoped it would stimulate thought and discussion of the subject.

"I know it is an honest approach, and I believe it is a fair one," he said.

Those are the formative years when relations between boys and girls are most sensitive and delicate. And they are the years when incidents are most likely to occur between the races, he said.

Chelf said he had talked to hundreds of persons in the South about his proposal, and had found that few if any of them objected to white and Negro boys attending school together, or white and Negro girls.

"But the eyes flash and the tempers flare in the South when you start talking about mixing the white boys and the Negro girls, and the Negro boys and the white girls. There's where the danger is," he said.

Chelf said he believes the issue of school integration is just as important to the United States as is the current situation in the Middle East.

The bill, H.R. 3213, was referred to the House Labor and Education Committee.

Garland Gray Put on State School Board

Post-Times Herald
Washington D.C.

Stanley Appoints Supporter of His Fund Cut-Off Plan

Tues. 1-29-57

Pictures on Page A17

Gov. Thomas B. Stanley appointed Garland Gray, key supporter of his school funds cut-off program, to the State Board of Education yesterday to replace Blake T. Newton, who opposed it.

Newton's term expires today. A professional educator, he had been president of the board since 1946, a member for 20 years.

In a letter to Newton, Stanley said he made the change to give Southside Virginia more representation on the seven-member Board. He noted Newton lives at Hague in the Eighth District and the district has two other members on the Board.

Both Newton, 67, and Gray, 55, are State Senators. Gray, a wealthy lumberman, is chairman of the commission which developed a pupil assignment plan and system of tuition grants for private schooling to avoid enforced integration in schools.

Newton supported the Gray Commission program.

But Stanley later rejected the pupil assignment plan and advocated a program providing for the withholding of state school funds from areas where integration occurs.

Gray repudiated his own Commission's program and successfully spearheaded a fight to enact the Stanley plan. Newton, while supporting some aspects, opposed the funds-withholding feature.

Dashing for the nearest exit

Afro-American Sat. 1-26-57
Baltimore, Md.
(AN EDITORIAL)

The school segregation question came alive again recently when a Congressional subcommittee recommended that colored and white students again be separated in District of Columbia schools.

That such a recommendation should be made in the face of the Supreme Court's decision is, of course, deplorable. It serves only to highlight the fact that there are still people in our country who place their own personal prejudices above the law of the land.

More distressing still is the fact that the subcommittee's recommendation unveils a shocking proverty of mental resourcefulness on the part of some of the men to whom the care of our government has been committed.

* * * *

IF WE ACCEPT as a fact the allegation that integration has caused serious problems to arise within the schools of the District we must naturally agree that the problems ought to be attacked and solved. But the solution to the problems must be consonant with the law of our country.

However, it has certainly not been established that the problems discovered by the subcommittee have been caused by integration. They may have followed upon integration. But it is a daring thing to say that they have been caused by integration.

* * * *

THE PROBLEM of low educational standards is serious problem in every state of the nation. It needs attention. It begs for a solution. And when it gets the proper attention we may hope that it will be solved. But when it is solved it will be solved for all the students of our schools, be they colored or white. It will not be solved for one race and not the other, because it is not a race problem.

The same may be said for the other problems pointed out by the subcommittee's report. Take the large view, work on the whole canvass, solve them for the nation and they will be solved for all, within an integrated school system.

Of course, it will tax all the brainpower available to solve these problems for the whole of our country. And granted that men are, after all merely men, it is not surprising that some should dive for the nearest exit rather than face the issue.

(From the Catholic Review)

PROBER TELLS WHITE COUNCIL HERE

Advertiser Sat. 2-9-57 p.1

D.C. School Mixing Called 'Disgrace'

Montgomery, Ala.

By BOB MURPHY

Public school integration in the nation's capital is "a sordid national disgrace," U.S. Congressman John Bell Williams told several hundred people at the Ft. Dixie Graves Armory last night.

Williams was a member of the subcommittee investigating the results of integration in Washington, D.C. His talk was sponsored by the Montgomery County Citizens Council.

Noting that white enrollment in Washington schools declined almost 30 per cent since integration was ordered there, he said schools will again become segregated—"all Negroes."

"While ardent pro-integrationists in Washington send their children to private, all-white schools, the average man is caught in a squeeze," Williams said. He referred to statistics which revealed that whites are moving out of Washington in great numbers but the average man "can't afford to send his children to private schools and dosen't want to send them to integrated schools."

Referring to the current hearings on proposed civil rights legislation before the House Judiciary subcommittee, Williams said the "committee is stacked and it's pre-judged legislation."

The Raymond, Miss., legislator said that teachers are afraid to discipline Negro children "because the complaints will go to the NAACP and will come back on the teacher's head."

Williams also deplored the decline in educational levels since schools integrated. He said grade promotions are made on the basis of age, height, and weight. "They call it the escalator system," he said, "and all you have to do is get on and it will take you all the way to the top."

The Congressman reported his committee found that integration has retarded whites and advanced Negroes. He said there is a five-grade spread in achievement tests administered to all eighth grade students. The white students were at the 10th grade level while Negroes lagged at about the fifth grade level, he said.

Williams said almost all schools in the District of Columba are heavily integrated except one which is attended almost exclusively by children of senators and representatives.

Advertiser

The tourning congressman, who will return to Washington tomorrow, lauded White Citizens Councils throughout the south for carrying on peaceful resistance to integration and urged continuance of the policy.

P. 8-a

"A shotgun blast or a dynamite bomb will wipe out all our gains," the young legislator told the meeting.

He praised the work of State Senator Sam Egelhardt, U.S. Congressman George Grant and visiting council leaders from Mississippi, Louisiana, Georgia, Florida and South Carolina.

CONGRESSMAN DISCUSSES TALK HERE
Sam Englehardt (Left), John Bell Williams

School Budgets Up 12% in Area

Post & Times Herald
Washington, D.C.

Cost Per Pupil Will Average $317; 20,600 New Students Due in Fall

Aug. 2-11-57 14d(1) D.C.

P. 1-B

By Robert E. Baker
Staff Reporter

Officials in Greater Washington have requested $100 million to operate schools during the 1957-58 session.

That is $10.9 million more than they received to operate the schools this year, an increase of 12.3 per cent. That means the average cost of educating a pupil in the public schools in the area next year would be $317.

In trying to meet the area's tremendous job of educating its youngsters, the school budgets point to:

•An expected influx of 20,600 new students in September. This is a 7 per cent increase and brings total area enrollment to 315,400.

•A desire to employ 904 more teachers to help keep the situation in hand. This would bring the total number of public school teachers employed in the area to 12,190, an increase of 8 per cent over this year.

Battle of the Budget

The school budgets from the District, Prince Georges, Montgomery, Arlington, Fairfax and Alexandria have been prepared and released. But each jurisdiction still must get final approval from local governing bodies, and the District faces congressional action. The final figures in the annual tug-of-war may show changes.

The Falls Church School Board has prepared its request, but it is not due for release until Feb. 28.

As in all postwar years, the budget requests are record ones. So are enrollment estimates. School officials face the task of keeping pace, or at least not falling too far behind, with this sprawling, expanding area where the population now touches the 2 million mark.

The suburbs, which now outstrip the District in population, are facing the biggest percentage increases:

•They expect a 9.2 per cent increase in enrollment, the District 3.2 per cent.

•They ask a 15.5 per cent increase in the operating budget, the District 6.7 per cent.

•They want 8.9 per cent more teachers, the District 6.3 per cent.

Salaries Almost Equal

In these efforts, there is competition for teachers. The budget requests show the salaries in the metropolitan area, where the District once was unchallenged leader, to be almost equal.

The proposed pay scale for District teachers with a bachelor's degree is $3900-$5800, unchanged from this year. Arlington proposes a scale of $4000-$6700; Prince Georges and Montgomery, $3800-$6000, and Fairfax and Alexandria, $3700-$6000. (Falls Church's present scale: $3550-$5700.)

To help house the bulging school population, the metropolitan area school officials hope to have 878 more classrooms by September—an increase of 9 per cent over what is now available.

To get an idea of the size of the school plant in the metropolitan area, this will bring the total number of classrooms to 10,492.

Many Variables

School officials, understandably, are wary of comparing their per pupil education cost with others. There are such variables as transportation and the number of services supplied. Besides, jurisdictions differ on exactly what expenses should be included in reaching a figure.

For general information however, a per pupil cost can be estimated from the proposed operating budgets and the anticipated enrollments.

These figures show that Arlington would top the list with a $434 per pupil figure. Following would be Alexandria, $357; Montgomery, $319; the District, $312; Prince Georges, $287, and Fairfax, $277. Falls Church now is $421.

(The Virginia Education Association (VEA) reported that Arlington, with a per pupil expenditure of $363.43, led the State for 1955-56. Falls Church, with $333.37, led all Virginia cities that year, and Alexandria was second with $289.11. Fairfax spent $254.14 per pupil that year and was still in the State's top 10. National average was $280, state $200. The VEA figures were compiled on the basis of average daily attendance and included expenditures from both state and local funds, excluding debt service and capital outlay.)

Comparison Figures

Budget requests for 1957-58 show these comparisons in the metropolitan area:

EXPECTED FALL ENROLLMENT

Area	Total	Per Cent Increase
District	112,000	3.2
Montgomery	63,178	9.0
Prince Georges	57,000	7.5
Fairfax	44,000	14.7
Arlington	23,250	4.5
Alexandria	14,000	7.7
Falls Church	2000	5.3

OPERATING BUDGET ASKED

Area	Total (million)	Per Cent Increase
District	$35	6.7
Montgomery	$20.2	22.2
Prince Georges	$16.4	12.3
Fairfax	$12.2	22.0
Arlington	$10.1	6.3
Alexandria	$5.0	11.1

TEACHING STAFF

Area	Total	Number Increase
District	4199	249
Montgomery	2610	253
Prince Georges	2150	139
Fairfax	1550	176
Arlington	956	42
Alexandria	631	45

CLASSROOMS

Area	Total	Number Increase
District	3898	59
Montgomery	2055	232
Prince Georges	1809	153
Fairfax	1456	307
Arlington	747	20
Alexandria	401	16
Falls Church	66	

Help From Senate Delinquency Committee

District Offered Aid in Establishing Schools for 'Unmanageable Children'

Senator Thomas C. Hennings, Jr. (D-Mo.), offered the assistance of his Juvenile Delinquency Subcommittee yesterday in establishing special schools for "unmanageable children" in District public schools.

Hennings wrote School Superintendent Hobart M. Corning that he opposed giving school officials proposed power to expel problem children—at least until a special school system was given a fair trial.

The Missouri Democrat said that turning problem children loose and giving them working permits would "problaby only make them worse delinquents."

He said he agreed that unmanageable children should not mix with other pupils.

But, he said, the Subcommittee in its investigations had concluded that school systems "must share a large part of the responsibility for detecting potential delinquents, performing counselling functions and referring advanced delinquency cases to the proper rehabilitative facilities . . ."

Hennings noted "with regret that no special schools for such children now exist within the Washington area . . ."

The Board of Education and its legislative committee, he said, should develop a referral system that would require psychiatric and other treatment for children "found unfit to stay in school."

Corning, in Atlantic City at a superintendents' convention was not available for comment. But School Board member Rowland F. Kirks said, "Any overture from any responsible source will be graciously accepted by us on the Board."

Kirks said problem children should be sent to a "transitional school" for treatment. If they do not respond then the Board of Education should be provided with authority to expel them, he added. However, in such cases, the children should be put under care of another District agency, Kirks said.

School Probe Claim Disputed

By Eve
Staff

An analysis of the citywide achievement scores of the District school children completely rejects any idea of the mental inferiority of Negroes. This is reported today by Ellis O. Knox, professor of education at Howard University, in a new study released by the District branch, National Association for the Advancement of Colored People.

The publication, "Democracy and the District of Columbia Public Schools," was authorized by a Citizens Committee formed to counteract — with "authentic research"—the "defamation" resulting from the House subcommittee report on District schools. It is being sent to all Congressmen today.

Findings Listed

From the same test data used by the subcommittee in its attempt to show that Negro children are inferior mentally to white children, Knox finds that:

- Negro pupils with comparable educational and environmental backgrounds do not possess lower capacities to learn than white pupils.
- A large overlapping of achievement scores by races exists in all integrated schools, showing that some pupils in predominantly Negro schools achieve higher scores than those in predominantly white schools.
- Although the national norm for tests given to elementary school children was third grade, second month, some pupils in predominantly Negro schools achieved at a sixth grade, eighth month level, or three years, six months in advance of national averages.
- Since desegregation, some formerly white schools do not find their academic standards lowered by the attendance of large numbers of Negro youth.

It is "scientifically unjustified" Knox declares, to use the differences in the averages or intelligence tests as a basis for classifying in advance any Negro or white child.

"Little attention," he states, "has been given to Negroes who score higher than the majority of both groups on intelligence tests."

In the citywide testing here, Knox notes, third and sixth graders were given a test to measure both language and non-language mental maturity. The developers of this test, he continues issued a manual stating that low scores may be caused by an unfavorable environment or lack of learning opportunity rather than lack of ability.

Tests on Individual Basis

The value of the test scores, Knox concludes, is to plan learning experiences on an individual basis.

"There exists innumerable examples and verifiable evidence that many public school administrators and guidance counsellors, regardless of race, are in error in their interpretation of standardized test results," he states.

"They actually penalize pupils, furthermore, by their erroneous decisions in grade placement and educational guidance."

Despite the "educational and cultural impediments" imposed on Negro children while attending segregated schools, Knox finds that many "have high or even superior intellectual capabilities and perform on a level in excess of national standards."

Knox's interpretation of health and juvenile delinquency statistics here also differs widely from that of the House subcommittee majority.

From 1951 through 1955, Knox states, the number of Negro youth 17 and under increased by 13 per cent but the total number of arrests of Negro youth for serious felonies decreased by 3 per cent.

The "inaccurate and even vicious" employment of health statistical data, Knox states, permits the inference that racial factors, rather than social, economic and cultural factors, cause Negro pupils to possess a lower health status than white pupils.

Furthermore, Knox declares, the District Health Department's statistics on venereal disease, as used by the subcommittee, present a false portrayal of the infection rate because they were not interpreted in terms of these facts:

Health Department reports are based on data from a clinic located in a belt of low economic and slum housing; the gonorrhea data was almost entirely based on records of Negro youth; youth of stable economic status seek private medical care and do not become a statistic; the existence of gonorrhea among the economically deprived is known but is unknown for the economically independent.

Another important factor, Knox notes, is that the worst venereal disease rates occur in the Southeastern states from which many District pupils migrated.

"Miracle" on the Potomac

Of the big Southern cities that have ended segregation in their public schools, none have attracted more attention—or produced more controversy—than the nation's capital. Last December a House subcommittee headed by Georgia's James Davis declared that integration had "seriously damaged the public school system," and recommended that it be stopped. Last week a more reasonable judgment came from Washington's Assistant School Superintendent Carl F. Hansen. Integration, says he, in a study published by B'nai B'rith's Anti-Defamation League, has been nothing less than a "miracle of social adjustment."

Introduction via TV. When the U.S. Supreme Court handed down its decision in May 1954, Washington's tall (6 ft. 5 in.), intense Superintendent Hobart Corning lost no time in putting through a plan for wholesale desegregation. "Transition," he told his teachers, "will not be easy," but he had already done much to pave the way. Among other things, the school system had produced a series of broadcasts that brought Negro teachers into white classrooms and white teachers into Negro classrooms via TV. In 1953 teachers began holding a series of interracial conferences on the problems that integration would produce. Finally, after opening day in September 1954, the Washington *Daily News* reported: SCHOOL INTEGRATION GETS SMOOTH START.

What effect has integration had since then? It is quite true, says Superintendent Hansen, that the number of white pupils in the schools dropped 10% in one year (67.9% were Negroes last year). But part of the reason for this could well be the nationwide migration of families into the suburbs. It is also true that the Negroes have, on the whole, scored below their white classmates in IQ tests, but the inferiority of the all-Negro schools, rather than the pupils themselves, is to blame. Between 1945 and 1953, a total of 45,000 pupils had been on a half-day schedule because of overcrowding; of these, 80% were Negroes. Now all but about 1,500 can go to school a full day. As for disciplinary problems, eleven integrated high schools reported 410 serious offenses last year but these cases involved only 3.1% of the total high-school population. One school reported no cases, two others with a combined enrollment of 2,378 reported only 35.

"One of Us." Many reported incidents of violence between Negro and white students have proved totally false. One irate grandmother, for instance, declared that a Negro boy had slashed her granddaughter's dress with a knife, had to back down when she found that the girl had torn her clothes while playing during recess, with no Negro boys around. Though there have been student fights and parental protests, says Hansen, none have amounted to much.

Perhaps the best illustration of how integration is working in Washington lies in dozens of anecdotes cited by Hansen. In September 1954 a white mother tried to transfer her child to another school because of the child's Negro teacher. Persuaded to postpone action for a two- or three-week trial period, the mother became so fond of the teacher—and so proud of her child's progress—that she happily decided to leave him where he was. In a junior high school, a group of boys decided to join an anti-integration demonstration going on in front of their school. But on the way outside the building, they passed a Negro classmate, promptly proved that they had actually accepted integration without knowing it. "Hey, you," shouted a white boy at the Negro, "come on!" "Who—me?" asked the startled Negro. "Yes, you!" said the white boy. "You're one of us, aren't you?"

Borrowing Seen as Panacea to Grade School Ills

Sixth of a series

By Jeanne Rogers
Staff Reporter

It will take $35.5 million to bring Washington grade school facilities up to the standard demanded by parents and educators alike.

School officials say this mammoth job can be completed in five years only under their proposed $69 million borrowing program for school construction.

They warn it will take 15 to 20 years to build the new schools and additions needed by 1961 under the present pay-as-you-go system of financing capital outlay.

Half-Day Threatened

Such a lag could turn District schools into a second-rate school system because of overcrowded conditions, according to top local educators. A delay would put thousands of youngsters on half-day schedules, school officers state.

After careful study, school officials have determined the city will need a total of 586 new elementary school classrooms.

Officials decided where these rooms are most needed by surveying 22 city neighborhoods or areas. They took into account proposed housing developments and other factors which would affect the community makeup five years hence.

The grade school blueprint of space-needs included in the borrowing plan would assure a class of 30 pupils despite future enrollment increases. These increases of new first graders will not hit a plateau or leveling off period until 1965 or even later, school officials said.

Willing to Pay

Washington parents took the bit in their teeth last year and persuaded Congress that they wanted smaller classes for grade school pupils and were willing to pay higher taxes to get them.

Congress granted the additional money to hire more teachers, in line with the Board of Education's timetable of achieving a 30-total pupil-teacher ratio by 1959.

Class size now averages 34.6 pupils. Current House cuts in the pending school budget for fiscal 1958 would delay the smaller class movement, at least one year. Parent-teacher groups have gone on record they will seek Senate restoration of the additional teacher funds.

Room Lacking

School Superintendent Hobart M. Corning has pointed out that there will be no room for some of the additional teachers unless extra classrooms are provided on a "sure-fire basis."

"A tragic situation of part-time classes will result," Corning said. "We don't intend to drop our teacher campaign or our building campaign," Corning added.

A combination of factors has pushed Washington's total classroom needs up to 586, school officials said.

Shifting populations have left some areas with surplus classrooms while newer areas had shortages. Much needed school construction was held up during World War II and the Korean War, adding to the backlog. In addition, some school buildings which were once satisfactory became obsolete and were abandoned. Others still are standing.

Officials ruefully acknowledge that their problem has been "to keep the schools where the children are."

Fall Short of Goals

The school board said in its borrowing program prospectus: 'The instructional goals of the elementary school program are not being satisfactorily realized with the present large classes because teachers cannot discover and meet the many individual differences that are found among children of grade school age.

"Increased emphasis has already been placed on class organization on a homogeneous basis, but the spread of abilities in individual classes is disturbingly great.

"Large elementary classes result in a more meager educational program, low morale among teachers, emphasis on administration rather than education, and regimentation of instruction."

At present, elementary schools have 50 part-time classes in 12 schools, involving almost 1600 children. Projections of enrollment, school officials say, show that the number of part-time classes in 1957-58 will rise to 146 with more than 4600 children enrolled.

"Only new construction can relieve the 39 schools in which these part-time classes will exist and there can be no real relief in less than three years," the school people told the Commissioners in their report.

The borrowing program also calls for replacement of a half dozen worn-out elementary buildings which the educators say should be torn down for "pupil safety." Other buildings need completion of assembly halls, playrooms and libraries — standard facilities which have been promised for years.

Area 1—New 16-room building; Rudolph School, playroom. Area 2—Powell (12 rooms); conversion old Health School (6); conversion of Burdick Vocational (24). Area 3—Cooke (9); conversion of Bell Vocational (10); Harrison, assembly hall and 8-room-playroom. Area 4—Burroughs (12); Langdon (8). Slowe (12); Slowe (8) and assembly hall. Area 5—Conversion of Chamberlain Vocational (31); Bryan (9). Area 6—Conversion of Phelps Vocational (30); new 24-room building. Area 7—New 31-room building; Kingsman (8); Lovejoy (8); new 29-room building; Logan, play space. Area 8—Three new 31-room buildings; Richardson (8); addition to Texas ave. and C st. se. school now under construtcion (8); addition to 56th and Eads sts. ne. school under construction (8); Thomas, assembly hall. Area 9—New 31-room building. Area 10—Randle Highlands (9). Area 11—River Terrace (12).

Area 12—Conversion of Washington Vocational (20); Garrison, assembly and lunchroom-playroom. Seaton replacement (12); Langston, assembly and lunchroom-playroom. Cleveland and Walker-Jones, play areas. Area 13—Conversion of Miner Teachers College building (30). Area 14—New 16-room building. Area 15—Stevens replacement (15). Area 16—No additional rooms required. Area 17—Hardy, lunchroom-playroom and assembly hall; Mann (8) and assembly hall; Stoddert, assembly, lunchroom-play room. Area 18—Hearst, assembly and lunchroom-playroom. Area 19—Lafayette (8); Janney (8); Murch (8). Area 20—Brent (8) and assembly, playroom-lunchroom; Giddings (8); Tyler, play area. Area 21—Whittier (12). Area 22—Amidon replacement (24); Anthony Bowen (8).

Officials Seek Total of Hungry In D. C. Schools

Differ on Number Of Pupils Needing Free Food Tickets

By JAMES G. DEANE

The District will embark tomorrow on the second week of an emergency child-feeding program with officials still puzzled about how many children they are really trying to feed.

The Salvation Army, under District government instructions, a week ago yesterday began issuing tickets good for free groceries to needy parents.

The emergency food grants are going to practically all-comers. The sole requirement, aside from having children and being in an apparent state of need, is that the applying families be District residents.

As of yesterday, 242 families with about 950 children had taken up the city's offer. The total grocery bill to date is approximately $3,700. Officials expect to begin processing repeats tomorrow since the grocery orders being given out are mostly intended to be sufficient for one week.

Welfare Department funds will be drawn upon to reimburse the Salvation Army.

Legislation Studied

The food distribution is to last for three more weeks. A subcommittee of the Senate, headed by Senator Morse, Democrat of Oregon, is considering legislation to set up a longer-term feeding program.

City officials and private welfare leaders a week ago had no idea of the number of children who might be in need of free food. Yesterday they did not have a much better notion.

Donald Brewer, deputy public welfare director, who has been supervising the emergency program at the city's end, said the 242 families who have received food so far are "about what I expected." But when asked how many hungry children there might be in the city, he said he didn't know.

Welfare Director Gerard M. Shea also said he didn't know. So did Isadore Seeman, executive director of United Community Services, who helped to get the food program launched.

No Definition of "Hungry"

Mr. Brewer agreed with a suggestion that the families with the hungriest children might reasonably be expected to have turned up by now to claim their food tickets. But he said there might be others a little less hungry.

One problem, he said, is that no one has defined exactly what is meant by "hungry," in terms of deciding who does or doesn't merit a food handout. No tangible standards at all—except the requirement of District residence—have been set up for deciding whether a family gets help. Virtually all families applying so far have got it.

Another problem is that no one has yet had time to do much checking to see what happens to the food after it is handed over in exchange for a food ticket. Some families, city welfare workers know from long experience, presumably are making better use of it than others.

The head of a settlement house in the Southwest frankly told Senator Morse last week that he couldn't promise that a can of beans wouldn't disappear out the back door to be traded for something else. The question was raised when the witness was asked whether his institution would be willing to distribute free food and certify that it was being used for the purpose intended.

Morse Tackles Problem

Senator Morse said the city would have to have confidence in the settlement houses. But they offered no guarantees.

Senator Morse has been one of the prime movers in the food-giveaway program. Almost immediately after hearing of reports that some children were going hungry, he scheduled a series of public hearings, which were held last week.

He said repeatedly at the hearings that he would not tolerate any red tape that kept food from getting to the mouths of any "hungry kids."

On Tuesday, he and his subcommittee plan to tour settlement houses and the neighborhoods around them preparatory to proposing legislation for child-feeding on a bigger scale.

Representative Rabaut, Democrat of Michigan, also has taken a hand. He scolded District officials at closed hearings for tolerating the existence of hungry children and indicated he wouldn't tolerate inaction. Mr. Rabaut is chairman of the House District Appropriations Subcommittee.

Senator Morse's committee was given a picture of how many hungry children there may be, but it was confusing. It involved a good deal of guesswork.

Malnutrition in Schools

Two physicians offered what seemed to be the firmest testimony. Dr. Daniel L. Finucane, public health director, gave figures which suggested that perhaps 2½ to 3½ per cent of the city's school children may have malnutrition problems. Dr. Robert H. Parrott of Children's Hospital cited some rather similar figures pertaining to patients treated there.

Dr. Finucane guessed that there might be about 2,100 malnutrition cases in the city's elementary grades. It might be conjectured from his figures that the total in all grades is between 3,000 to 4,000. But Dr. Finucane didn't say so.

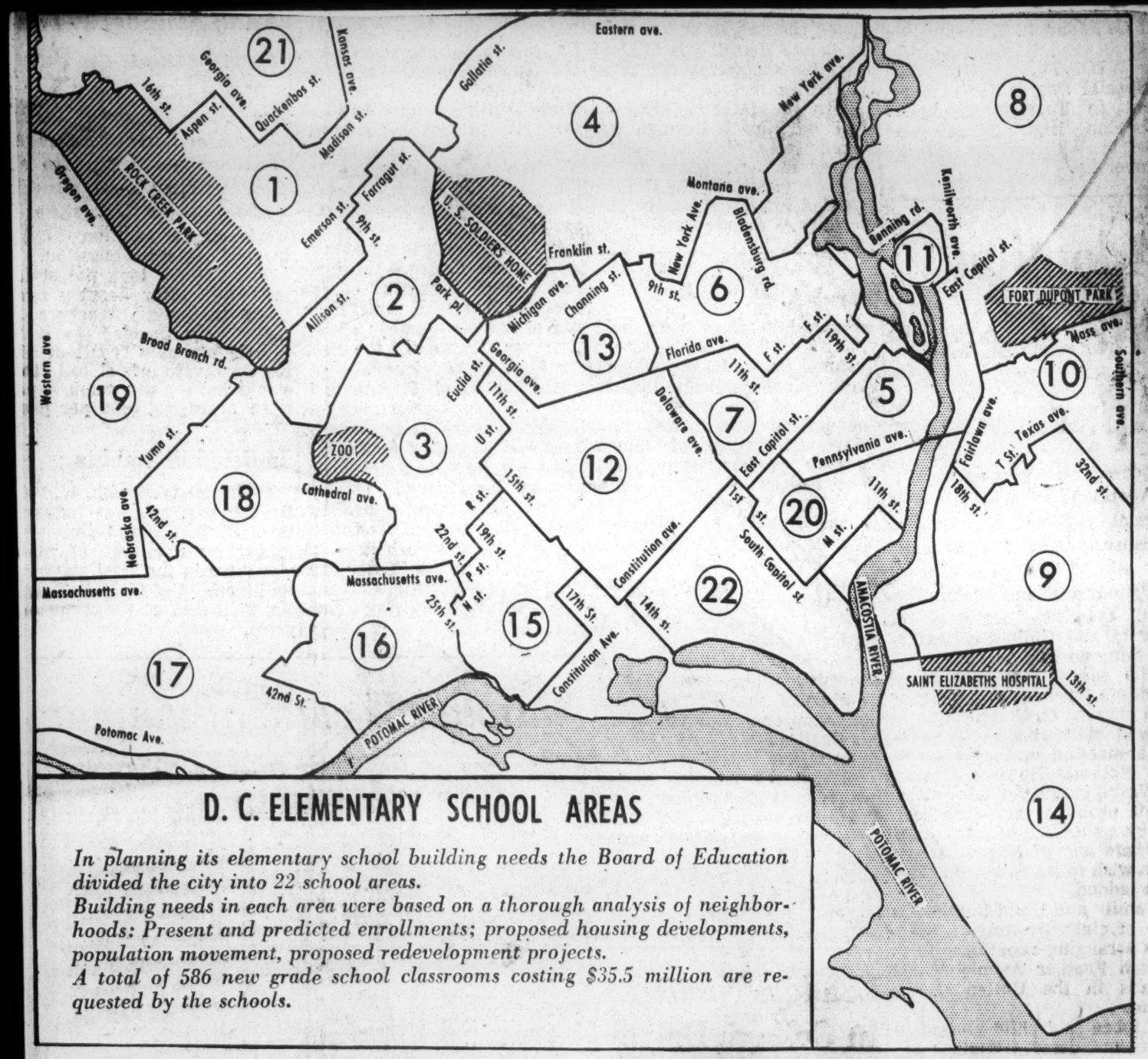
Senate sources said they regard the doctors' figures as something of a floor in the hunger picture. Malnutrition and hunger, Dr. Finucane noted, are not exactly the same, however.

School Supt. Hobart M. Corning gave what might come close to a ceiling. He reported a survey of the city's 120 elementary schools which asked how many pupils should be included if the city sets up a free-lunch program. Principals said 11,634.

Estimates Are Different

But Dr. Corning immediately discounted this estimate. He said it was made hurriedly. He added that his own guess would be only 750 to 800.

Settlement house workers gave



D. C. ELEMENTARY SCHOOL AREAS

In planning its elementary school building needs the Board of Education divided the city into 22 school areas.

Building needs in each area were based on a thorough analysis of neighborhoods: Present and predicted enrollments; proposed housing developments, population movement, proposed redevelopment projects.

A total of 586 new grade school classrooms costing $35.5 million are requested by the schools.

KEY—The map above shows the 22 school areas used by District school officials in planning their elementary classroom building program. The circled figures on the map refer to school building areas. The figures in parentheses show the number of classrooms proposed for that school. The complete list of elementary construction projects by school areas is as follows:

By Charles Del Vecchio, Staff Photographer

Lorenzo Gray, 9, of 1214 I st. nw., places sugar water in front of the bee cage as Cecelia Mallens, 9, 1014 K st. nw., looks on.

So Doth Little Busy Bee Teach Pupils Arithmetic

Rebecca Shapiro has a beehive in her classroom at Thomson School which is producing reading, writing and arithmetic.

The biggest sting comes when the third graders cannot answer how many bees go "in and out the window," and "how many go out to get honey."

The teacher says:

"This is nothing . . . this exhibit . . . but through it we teach children to read and add and subtract."

This is true.

Here's what the youngsters had to say of their busy bees:

"One plus two just came in through the slot to their glass cage. That makes three. Five others just flew in and were joined by two more—that makes seven."

"There's a queen bee and she goes around laying eggs . . . it's like a little family . . . workers and drones help her."

"This is a science lesson when you look at it one way," said Mrs. Shapirio. On the other hand, she added, "there's as much pollen as far as teaching goes as on the little leg of the smallest bee."

various estimates of the extent of hunger, ranging from 50 per cent of the children in the neighborhood upwards. But they didn't offer many specifics.

A check at several schools last week produced conflicting testimony on the principals' estimates. At one Northwest school, the principal admitted there was some guesswork in the total of 55 which was reported. But teachers said there was no doubt in their minds that a number of the children needed more adequate food.

Hospital Care Urged

At another Northwest school the principal said she had confidence in her teachers and would stand by the figure she submitted—about 40.

At a school in the Southeast, the principal was even more positive, declaring that the school's needy pupils come mostly from a nearby public housing development and that she was certain many would benefit physically and mentally from free lunches.

She told of referring two youngsters recently for hospital treatment, asserting:

"I think they just need some more food."

Welfare officials noted what appeared to be one major flaw in Dr. Corning's own estimate. One of the categories which the school questionnaire suggested would be entitled to free lunches embraced children receiving public assistance. The survey listed 3,071 such youngsters, but the relief rolls include almost 5,000 of school age. If it is assumed that such children are all hungry, Dr. Corning would presumably have to accept a higher figure.

Public welfare officials say relief payments are so small that undoubtedly many recipients don't get enough to eat. But they still didn't know how many to label as "hungry."

The fact that nobody really knows has been mentioned several times during the hearings. Dr. Parrott told a reporter at one point that the whole subject should be gone into as a research project to find out the truth of the situation.

14d(1) 1957 D.C.

Use of Buses in Integration Plan Is Denied by Jansen

Herald Tribune Thurs., 4-18-57 New York P. 1

'Permissive Zoning' Not Yet Settled

Rumors Assailed By School Head

By Robert A. Poteete

School Superintendent William Jansen said yesterday that there is no plan to send large numbers of children by bus to schools other than those they now attend, as has been proposed to promote school integration.

Mr. Jansen said that neither the Board of Education nor his office had developed any plan or policy on "permissive zoning"—permitting children whose parents request or consent to such changes to move to different schools to adjust racial imbalances.

Permissive zoning is one of a series of measures being considered by the Board of Education and Mr. Jansen in line with their announced goal of ending "de-facto segregation" in the city schools.

Dr. Jansen said in an interview in his office at 110 Livingston St., Brooklyn, that "if permission zoning is to be established it has to be done in a democratic manner. It is a process that must be studied with great care and with consideration of all its implications."

He emphasized the permissive nature of the process, as indicated by its name.

Little Zoning Now

There is, currently, "a very small amount of permissive zoning," he said. In the few cases in which it has been permitted, the transfers—nearly all of them on the high-school level—have been arranged for schools with no overcrowding problems. He said he could not estimate accurately the number of youngsters involved.

Dr. Jansen said that one of the dangers in permissive zoning is that persons with influence might use it to get youngsters moved into better-equipped and more modern schools than the ones in their districts. He said that if the process is established as policy, it will be used only to foster integration.

"Completely False"

The superintendent read from a speech he made April 10 in Queens, in which he said that "for some unexplained reasons, rumors have been spread, especially in Queens, that we are transporting or planning to transport, groups of Negro children long distances to schools in which the pupils are predominantly white, and vice-versa."

"These rumors are completely false," he said. "No responsible person has the right to make such a statement. No such action is planned."

Dr. Jansen said Board of Education members "believe strongly in the concept of neighborhood schools," as he does.

Re-zoning Possible

Even with the board firmly committed to integration, the belief in neighborhood schools will prevent big changes in this field, he said. At the same time, he said, "it is possible, without abandoning the neighborhood school concept, so to draw the zone lines so that it will be possible for more pupils of different races to attend interracial schools."

Much of this has been done, he said, and "many of our assistant superintendents deserve commendation for such changes made in the past several years."

Corning Leaving His Post in March, Hunt for New School Chief Begins

Evening Star Washington, D. C. Tues., 5-14-57

By JOHN M. McKELWAY

The District Board of Education began today a leisurely search for a successor to Supt. Hobart M. Corning.

The board, particularly its Personnel Committee, has until next March to fill the hot spot Dr. Corning decided yesterday to give up.

The 6-foot-5 educator, who for 12 long, often rocky years guided the system, told the board in a letter that it was "for my own best interest to plan for a less strenuous life." The board had asked for his decision by June 15, and Dr. Corning gave it an extra month to study the situation by replying in May. He will continue in the post until March.

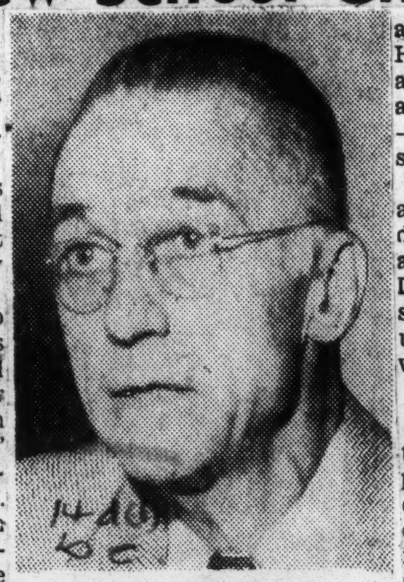
Only a short time ago Dr. Corning's next in command, Norman N. Nelson, announced his retirement, effective in October. Thus, the two top posts in the system must be filled in less than a year from now. The superintendent's position is the only job in the system over which the board can exercise appointive power.

Walter N. Tobriner, chairman of the Personnel Committee, said today the committee has enough time to make a careful search for a successor, but offered no possible candidates.

Gratefulness Expressed

He said the board was grateful to Dr. Corning for steering the school system through the difficult transition to integrated schools and back again to the business of education.

His resignation came at a time when the board has taken steps to raise the superintendent's salary from $16,000 to $22,000 to make the job, recognized as one of the most difficult in its class throughout the country, somewhat more attractive.



HOBART M. CORNING
Finishing Up

It has only been in recent months that Dr. Corning has been able to relax somewhat in his job.

He came to Washington to take over the superintendency of the school system in March of 1946. Shortly thereafter, his troubles began.

Dr. Corning found a great backlog of construction needs and felt steadily increasing pressure from colored citizens to provide "equal opportunities" for colored students. Later, he was harassed over moves to eliminate segregation.

In the late 1940s, the period of his administration was marked by a running feud with former School Board member Adelbert W. Lee.

Several times, Dr. Corning was returned to office by a split vote of the board. As late as 1955, Dr. Corning was reappointed by a 6-to-2 vote. Dr. Margaret J. Butcher, a former board member, charged at that time Dr. Corning was not "desegregating" fast enough. And last year, the school system was criticized by a House subcommittee for desegregating "too fast."

Dr. Corning is a native of Ohio but attended the public schools of Washington. He is a graduate of the old Central High School which under his administration was changed from a white to colored high school—another storm Dr. Corning survived.

Despite both parent strikes and students strikes, during the days before integration and the actual transition to integration, Dr. Corning still found time to spin yarns — often about his unusual height—or break into a wide grin.

Proud of Record

He is proud of his record, citing the reduction in the number of part-time classes because of the construction programs he has engineered. The idea of borrowing funds for school construction, still to be passed by either the District Building or Congress, is largely his idea—one conceived when Dr. Corning first arrived on the scene. Dr. Corning also was largely responsible for establishing a single salary teachers pay schedule and higher teacher pay.

In the administrative setup, Dr. Corning instituted reforms, creating a central personnel office, a buildings and grounds office and a centralized cafeteria setup. He has constantly sought to bring the school curriculum up to date through a continuous series of studies.

He has often been cited as the man largely responsible for the fact integration is working in Washington.

Vies With Bond-Issue

Post + Times Herald

Bill for U.S. School Loan To District Is Introduced

Thurs. 5-23-57 P. 1-L

Washington, D.C.

A bill backed by the Parent-Teacher Associations calling for a $70 million Federal loan for District school construction was introduced in the Senate yesterday by Sen. Wayne Morse (D-Ore.).

The measure would provide for borrowing funds over a five-year period beginning July 1, 1958, at an interest rate to be determined by the Secretary of the Treasury.

The bill was referred to a Senate District Subcommittee headed by Morse, which already has before it a bill he introduced earlier this month that would authorize the District Commissioners to float a $69 million school bond issue.

Hearings Will Help Decide

Morse said yesterday he was "not wedded" to either measure. Public hearings, he said, would bring out which is more desirable.

Both bills, he said, are aimed at the same goal—providing the city with better schools. He described the school plant as at a "critical point" and said "expensive remedies are needed."

Morse pointed out that Washington, unlike most cities, cannot under existing law borrow or issu bonds to pay for schools.

R. N. Shewmaker, legislative chairman of the District Congress of Parents and Teachers, said the new bill was designed to meet some of the objections that had been raised against the bond issue.

Direct From Treasury

The new measure authorizes the Commissioners to borrow directly from the Treasury. Funds would be used for land, construction and equipment. The loan would be spread over five years, averaging but not restricted to $14 million a year.

Interest on the loan would be set by the Secretary of the Treasury at the lowest rate available to the District if it were allowed to sell bonds. The loan and interest would be repaid out of the General Fund of the District in 25 annual installments starting July 1, 1959

Excise Exemption Voted For Parochial Schools

Post + Times Herald P. 17-A

Fri. 5-3-57

Washington, D.C.

International

The House Ways and Means Committee voted yesterday to exempt parochial schools from paying Federal excise taxes.

The action was one of more than 50 changes in excise tax laws approved by the committee after nearly 18 months of consideration.

Rep. Aime Forand (D-R. I), chairman of a subcommittee that drafted the bill, estimated the revenue loss to the Government at roughly $15 million. Most of the other changes are technical and involve no loss of revenue.

Present law exempts state and locally supported schools from paying retail, manufacturers' and other excise taxes. The bill extends the privilege to private nonprofit educational institutions.

The measure also would add gas or oil-operated garbage disposal units to the list of appliances subject to a 5 per cent tax. But it would remove electric floor polishers and waxers from the list.

Tape and wire recorders, players and recorder-players as well as phonograph players would be subject to a 10 per cent tax for the first time.

The measure redefines a cabaret, which is subject to the 20 per cent Federal tax on cabarets. Excluded by the new definition would be places where no alcoholic beverages are permitted to be consumed, where music and dancing is free and where only light refreshments are served.

The 10 per cent admission tax on privately operated swimming pools would be removed. So would the 20 per cent club-dues tax paid to nonprofit swimming pool clubs if no part of the earnings is paid back to the private stockholders.

However, this exemption is restricted to organizations where children are permitted to use the facilities, and where no dining, dancing or drinking of alcoholic beverages is permitted.

Another provision would exempt private burglar alarms from the 8 per cent Federal tax on communications systems.

Still another would impose special Federal taxes ranging from $10 to $250 on amusement or gaming devices not operated by coins or tokens.

The measure extends the bonding period on whisky from 8 to 20 years and also permits the mixture of old and new whiskys with the product bearing the label of the youngest whisky.

D.C. School Loan Called A Threat to Ike's Budget

Post + Times Herald P.1

Sat. 6-8-57 Washington, D.C.

By Jeanne Rogers
Staff Reporter

The Treasury Department informed a Senate District subcommittee yesterday that bills for District school construction would unbalance President Eisenhower's budget.

This Federal Government opposition—in letter form—drew the wrath of Sen. Wayne Morse (D-Ore.), subcommittee chairman, and School Superintendent Hobart M. Corning, witness at a public hearing on the $70 million loan bills.

"Such letters from the Treasury do not improve conditions in the District," Morse said. Since when, he said, "do kids interfere with the President's budget?"

Sen. Joseph S. Clark (D-Pa.), subcommittee member, said "I believe people who write such negative recommendations should have, at least, a cursory knowledge of the conditions of which they speak."

Catastrophe Feared

Corning testifield that a complete rejection of the proposed 5-year borrowing program for school construction mean an "educational breakdown" of the District school system within about 10 years.

The present pay-as-you-go system of financing construction, he declared, "has let us down . . . it's critically inadequate."

The Treasury letter—which stated it had Federal Budget Bureau backing—said the legislation would "provide for Federal expenditures beyond those contemplated in the President's budget." "We are opposed to the provisions," wrote W. Randolph Burgess, Acting Secretary of the Treasury.

The Treasury said it opposed both bills before the Senate District Health, Education, Welfare and Safety subcommittee. One measure would provide that the loan come direct from the Treasury. The second would authorize the District Commissioners to float school bonds.

By 1961, the building program would provide 9 new grade schools, 22 elementary school additions, convert 8 schools to grade school use and replace 3 obsolete schools. It would also buy a new site

"We're more interested in a balanced chcild than in a balanced budget," Kirks said.

Sen. J. Glenn Beall (R-Md.), subcommittee member, asked Corning if he had not presented a prospective school construction program to the Committee about a decade ago.

"If we had paid attention to you then," Bealle continued, "it would saved the Federal Government millions of dollars in school sites alone." Corning agreed emphatically.

U. S. Loan Favored

Corning and most parent witnesses said they would favor borrowing from the Treasury, since in the Federal City this seems "a natural" and would cut out the red tape of floating school bonds.

Russell N. Shewmaker, P-TA Congress legislative chairman, said: "District parents have been wearing out their shoe soles and dispositions moving from hearing to hearing on school affairs . . . it's been a perpetual merry-go-round, one making little or no headway toward our goal of better school facilities."

The Washington Post

WALTER N. TOBRINER
... new president of Board

Tobriner Made School Board Head

Attorney Presents Platform to Improve Education Standards

By Jeanne Rogers
Staff Reporter

Walter N. Tobriner was elected president of the District Board of Education yesterday and immediately outlined a program to improve lagging public school educational standards.

The attorney, in precise 1-2-3 fashion, said the School Board must:

- Reduce the present grade school class to 30 pupils per teacher if every child is to get proper attention.
- Hire more remedial teachers for laggards, and more counselors.
- Take care of its business each month without letting matters of concern to parents and teachers pile up on a printed agenda.
- Be more effective in dealing with school problems.

Tobriner was elected by the nine-member Board at its last meeting of the summer yesterday. He succeeds C. Melvin Sharpe, who did not stand for reappointment by District Court judges to a sixth three-year term. Mrs. Frank S. Phillips was relected to a third term as vice president. She was reappointed to a new Board term by the Court last month, as was Wesley S. Williams. A new Board member, Dr. Preston A. McLendon, was sworn in yesterday.

Tobriner won verbal support of the School Board for each of his goals. Members indicated they wanted more action on school issues, beginning in the fall.

Said Tobriner, in a short acceptance speech:

"In my opinion, we have successfully effectuated matters of integration . . . our time no longer is taken up with the white versus Negro problem of transferring schools, for example. It would be unrealistic, however, to say that disturbing differences between the former Negro and white divisions of the schools do not exist. Our problem is to eradicate these differences.

"We must act as soon as possible to surpass the national norms for student achievement . . . we can't condone our present inferiority."

Tobriner said he "violently opposed" an economy recommendation of the Commissioners Public Works Review Committee that the schools set a 32-pupil classroom size instead of the 30-to-1 average advocated by the School Board two years ago.

He said the laymen's Committee had looked at the average class size of big cities and overlooked the environs of Washington, "even with the alleged flight to the suburbs upon us."

Tobriner quoted these class sizes for nearby counties as compared to Washington's average of 34.6 pupils per class:

Montgomery County, 29.1 pupils; Prince Georges, 33.9; Arlington, 27.7; Alexandria, 29, and Fairfax, 32.1.

Tobriner said a special Board meeting will be called July 12 to discuss items for inclusion in 1959 budget requests.

"Parents have testified they are willing to fight and pay for necessary schol facilities," Tobriner said. "Let's not let them down."

Aid From Health Department

In other action, the School Board:

- Accepted an offer of the Commissioners' Youth Council to assign a team of psychiatrist, psychologist and social worker from the Health Department to work with school officials on the problem of incorrigible children.

Corning, earlier this year, recommended that children "dangerous" to the welfare of thers be ousted from school after proper examination.

"It's one of the most forward-looking things that has happened in a long time . . . this cooperation of another city agency," Corning said.

- Set up a special committee to police vandalism of school buildings. The damage is costing a half a million dollars a year.
- Ordered Corning to report by Oct. 1 on the status of sex education revision in the secondary schools. Board member Williams first asked for a report in April, 1955.
- Ordered its own committees to report in writing why action is not taken on pending business if it has not been acted upon within a month.
- Approved retirements of 10 teachers: M. Louise Albright, city-wide speech correction; Sarah V. Barrow, Gordon Junior High; B. Franklin Brown, Phelps Vocational; Mary B. Warren, Deal Junior High; L. Mary Gray, Park View; Harman Nicodemus, Western High; Marie F. Ockershausen, Buchanan, Dorothy Shaw, Janney; Ora S. Smith, Park View, and Grace V. Wright, Jefferson Junior High.
- Approved two transfers of junior high school assistant principals: Hiram F. Jones from Shaw to Douglass Junior High and Leslie R. Simms from Douglass to Shaw Junior High.

The Washington Post

MRS. FRANK S. PHILLIPS
... reappointed vice president

Corning says desegregation complete in D.C. schools

WASHINGTON

Dr. Hobart M. Corning, superintendent of District Schools, declared in an address Wednesday that desegregation of the Washington schools is "complete as of today."

And Mrs. Henry G. Doyle, former school board president who presented Dr. Corning with a citation from the Washington Region of the National Conference of Christian and Jews, termed the desegregation of the schools a "job well done."

Speaking before the NCCJ audience, the Washington school head noted that although desegregation is "complete," integration is still to be accomplished.

"DESEGREGATION is merely the moving about of people and things," he said, explaining that "integration is a much longer process, it's success depending on the creation in the community."

He further explained that integration would only come about with the "creation in the community the social climate necessary for the progress of education."

Mr. Corning stated that "home living and enviroment must be improved" in order to obtain true integration, noting that the school cannot correct these obstacles because it only has charge of pupils 11 per cent of the time.

He cited overcrowding in homes as one of the factors.

* * *

"TOO MANY of our children—white and colored, but especially colored — live in overcrowded, substandard homes where the climate of learning does not exist."

As had been previously stated by one Washington teacher, Mr. Corning denied that academic standards in the District schools have been lowered by desegregation.

He did concede, however, that "too many of the children are lagging.

The causative factor behind this, he said, is due to the pupil's social and economic backgrounds, previously inadequate education and "the fact that many come from the Deep South."

* * *

HE QUICKLY pointed, however, that "the disparity is not attributed to inherent differences between the races" as the Senate committee concluded during its investigation of District schools.

Neither was all the blame placed on the pupils. He declared that most of the teachers are "doing a magnificent job," but noted that a number of others were inefficient.

With respects to inefficient teachers, the superintendent urged the change of regulations which would make it easier for the system to rid itself of incompetent teachers.

Courier Pittsburgh, Pa. P. 1 Sat. 11-28-59

For Better Tomorrow—

Mrs. Mamie Eisenhower, wife of the President of the United States, holds hands with youngsters during her visit to Grant Elementary School in Northwest Washington, D. C., in observance of National Education Week. Since schools have been integrated in the nation's capital, youngsters are winning their education in harmony and greater understanding.—Wide World Photo.

14d(1) 1957 D.C.

Chair Attack Charged

Post + Times Herald

Teacher's Suspension By Corning Sustained

Sat. 7-13-57 P. 1-b

Washington D.C.

A Committee on Complaints and Appeals ruled yesterday that School Supt. Hobart M. Cornings was "justified" in susepnding a teacher involved in a classroom scuffle with her principal.

Eugenera Reese, 61, a second grade teacher at Crummel School, Gallaudet and Kendall sts, ne., was suspended on Feb. 4, after an argument with Julia B. Craft, 50, principal. Mrs. Craft was struck on the head with a chair, police said.

The Committee, composed of Board of Education members Wesley S. Williams, Rowland F. Kirks and Ruth B. Spencer, will make a formal report to the Board, which is expected to act on Corning's recommendation that Mrs. Reese be dismissed. She has taught here 34 years.

Perry Howard, attorney for Mrs. Reese, attacked yesterday's hearing as a "mockery." Witnesses were Corning, Edith Lyons, assistant superintendent in charge of elementary schools, and Mrs. Reese. Howard said Williams, committee chairman, would not allow him to present his client's case.

Williams commented his committee's only function was to determine whether the superintendent acted properly. The attorney requested the hearings, William said.

Howard said he will sue to have Mrs. Reese reinstated when the Board announces its verdict.

Classroom Count Called 'Inadequate'

Post + Times Herald P.1-b

Sat. 7-13-57

Ike's Figures Fail To Reflect Needs, McConnell States

Washington D.C.

Rep. Samuel K. McConnell Jr. (R-Penn.) said yesterday the Administration's estimates of school classroom shortages are "inadequate" and do not reflect the Nation's total needs.

McConnell, testifying in support of the Administration's stop-gap school construction aid bill, told the House Rules Committee that shortages are "specifics" rather than "overall."

The problem, said McConnell, who conducted a survey of the country's classroom needs, is that some areas actually have surplus rooms, while others have "desperate shortages."

McConnell Challenged

He was challenged by Rep. Clarence O. Brown (R-Ohio) member of the Rules Committee, who said the statistics of the Department of Health, Education and Welfare actually show 22 states will meet their needs in the next five years without Federal aid.

McConnell replied:

"I think the figures are inaccurate; and it is a matter of interpretation. The figures show school needs at the end of the school year and the new construction to meet that need. This does not mean the needs will be met. It starts all over again with a new enrollment."

"This fact is not reflected by the HEW statistics," he said.

McConnell is ranking Republican member of the House Education and Labor Committee, which approved the bill.

What Bill Provides

The Administration bill provides up to $300 million for five years to states in which the need for more classrooms is determined. There is provision for the Government to purchase up to $700 million in bonds floated by school districts unable to sell these bonds on the open market.

The bill is an "emergency" measure, McConnell said and is intended to aid those communities restricted in borrowing money by debt limits or inadequate tax structures.

Rep. Brown was joined by Rep. Leo Allen (R-Ill.) in opposing the bill. They maintained that school needs were being met and the bill would encourage states now building schools to "keep their hands behind their backs, and let the Federal government do it."

Rep. Howard Smith (D-Vir.), Rules Committee chairman, said hearings would be resumed next week.

30-Pupil Class Plan Put Aside

Post + Times Herald P.1

Sat. 7-13-57

School Officials Scrap '58 Aim; Space Lacking

Washington D.C.

By Jeanne Rogers

Staff Reporter

District school officials yesterday scrapped their September 1958 target date for reducing grade school classes to 30 pupils in their $58.2 million budget request for fiscal 1959.

School Superintendent Hobart M. Corning told the Board of Education Finance Committee that it would be better to seek a 32 to 1 pupil-teacher ratio because "we don't have the space to house the teachers."

Corning pointed out that the current budget request for 122 additional teachers, the number needed for a 32 class size, would result in 390 part-time classes.

He stressed that an additional 129 instructors, needed to bring classes down to 30 pupils, would "simply add on to this situation . . . one of the worst in years."

Rep. McConnell says Administration's estimates of classroom shortages do not reflect needs. **Page B-1**

Classroom shortage this fall to bring shuttle service for 1300 Fairfax eighth graders in half day attendance between elementary and high schools. **Page B1**

Borrowing Only Way

"The only solution to getting the building program in gear with the instruction program," Corning said, "is to get our capital outlay items by the borrowing method."

School administrators asked for a record-breaking $17 million oppropriation for school construction. This building program followed the first-year priority outlined in the school system's $70 million, 5-year borrowing proposal now before Congress.

Walter N. Tobriner, new School Board President, said: "Isn't this bad planning? Why wasn't the building program tied to the number of teachers needed?"

Assistant School Superintendent John Riecks explained that the District Department of Buildings and Grounds "cannot handle any more construction from us in one year's time."

Post + Times Herald P. 5-a

Very Slow Progress

"Well, it seems to me we are making very slow progress on class size reduction (proposed in 1954)," Tobriner said. "Even at the risk of having our requests thrown out, I think we should ask for the space we need."

The School Board will take final action on the budget at 10 a. m. Monday so the estimates can be sent to the Commissioners by the Wednesday deadline for city agency demands.

In another record-breaker, an operations expenditure request of $41.1 million, Corning said the emphasis is for "improved and expanded educational services." These additional costs total $1.4 million. They include:

- Nine additional remedial teachers for grade schools. "Amazing progress has been shown by many of the students in present remedial courses," Corning said.
- One hundred new elementary school counselors. "This is a brand new wrinkle," Corning said, "and one designed to spot the problem child." Grade schools currently do not have counselors.
- Six new elementary school supervisors and three supervising directors. These officials, Corning said, police classroom work and school operations.
- A four-man team of a psychiatrist, two clinical psychologists and a social worker to work with "problem cases." This team would be in addition to the one proposed to be financed next year by the Health Department.
- Forty assistant principals for large grade schools and 14 assistants for large junior highs.

Corning added:

"One of the most serious problems confronting education today is discipline. This is particularly true among those students who are in their early adolescence . . . some of their problems are acute. Teachers need seasoned and experienced supervisors to turn to for help and advice in dealing with these problems . . ."

Priorities For 1959

This is the proposed priority listing of 1959 capital outlay projects:

- Warehouse ($1.3 million), vicinity of Adams st. off Queens Chapel rd. ne.
- Sites for seven new grade schools in Northeast and Southeast Washington; sites for two new Northeast junior highs and sites for replacement of Stevens school, 21st and K sts. nw., and for additions to three grade schools.
- Addition to River Terrace School, 34th and Dix sts. ne.
- Replacement of Amidon-Greenleaf Schools in Southwest.
- New grade school, 10th and F sts. ne.
- Addition to Noyes School, 10th and Franklin sts. ne.
- Conversion of Armstrong High, 1st and O sts. nw., into an occupational school for slow-learning boys.
- Addition to Eliot Junior High, 18th and B sts. ne.
- Addition to Kingsman School, 14th and E sts. ne.
- Conversion of Health School to elementary school use.
- Addition to Cooke, Powell, Richardson, Burroughs, Langdon, Drew Schools and proposed school at Texas ave. and C sts. se.

School Leadership

In selecting Walter Tobriner as its new president, the Board of Education has offered the people of Washington leadership of a high order in dealing with their pressing school problems. We congratulate Mr. Tobriner on an honor thoroughly merited by his distinguished performance as a member of the Board and on an opportunity to render a most vital public service. The character of this city as a place of residence is going to be shaped in very significant measure by the quality of the public school system to be developed here in the next few years.

Two major tasks confront the Board of Education under Mr. Tobriner's presidency. The most immediate of these tasks is to find a new Superintendent of Schools capable of giving Washington a soundly progressive and dynamic educational program. As a result of segregation and the malignant inferiority it visited on Negro schools, this city has inherited a most difficult problem; it must help Negro students handicapped by past neglect to achieve a level of parity with their white classmates. And at the same time it must give opportunities to gifted children to learn up to the level of their capacities. The four-track project has made a hopeful beginning at the solution of this problem. But to give the Capital of the United States the kind of schools it ought to have will demand much resourcefulness and imagination on the part of the new Superintendent and on the part of the Board itself.

The second major task before the Board is to undertake the long delayed and neglected school construction program indispensable to good schooling. Along with this, of course, must go teacher recruitment to bring the teacher-pupil ratio down to a sound educational basis. The School Board will have to make a vigorous fight, it appears, to attain the over-all average of 30 pupils to a classroom which, after careful study, it fixed as a goal. There is nothing visionary or Utopian about this goal. An average classroom size of 25 pupils would be far preferable educationally, and an average of 30 pupils represents nothing more than an unhappy compromise with financial exigencies. Classes larger than this are a grave handicap to good teaching.

Mr. Tobriner has already demonstrated that he is willing and able to carry the fight for a 30-to-1 pupil-teacher ratio to the people of the District, the Commissioners and to Congress. We hope he will have the full backing of the School Board, of the community's parent-teacher associations and of other groups concerned with giving Washington's children a model school system.

School Board's Head a Pioneer

By Jeanne Rogers
Staff Writer

Walter N. Tobriner, new president of the District Board of Education, has been a pacesetter for his colleagues and the community during his five years on the Board.

He has been a leader in resolving controversial issues. He also has followed when others proved the point.

"There are rights to all sides, if someone just takes the time to listen and study the issues," said Tobriner, a native Washingtonian.

As Board president and as a former chairman of the Board's Personnel Committee, Tobriner will have a lot to say about the appointment of a new school superintendent to succeed Hobart M. Corning, who retires March 30.

Asked about the desired qualifications, Tobriner said: "Washington needs a real leader, one who will not antagonize his subordinates . . . a person who will command loyalty and respect and hard work. We can find such a person equally as well in a small town as in metropolitan areas . . . we're interested in the individual—not the size of the school system whence he comes . . ."

Integration Pioneer

Tobriner, an attorney, was an outspoken advocate of the District's one-year school integration plan which went into effect three years ago.

"You could well say I started before the Supreme Court decision," said Tobriner. "It simply was the only thing for us to do."

During the period of full-scale integration, Tobriner has never minimized its problems. He continuously has policed all complaints of teachers, administrative staff and parents for "reason and validity."

Tobriner has been the Board's "peacemaker," coming up with the semi-liberal "amended" motion that unites the factions.

He has campaigned for up-to-date sex education, standard methods of appointing new teachers, squashing banned high school fraternities and sororities, and encouraging parents and community organizations to advise School Board members of their sentiment on controversial issues.

A Listener

Tobriner has been a confidant of school administrators and community leaders alike.

"He's sort of a bellwether," said one top school official. "Because, if we can prove we are right, he sees that the Board understands, and usually accepts, what we're trying to do."

"I have plenty of time to listen," said Tobriner; "that's my formula."

Tobriner is a graduate of Sidwell Friends School and of Princeton (1923) and Harvard Law School. He started in his father's law firm. Now he specializes in corporations, probate, and real estate.

"Guess we're sort of semi-pioneer Washingtonians," Tobriner said. His grand father was a "hide and tallow" outfitter for Civil War troops.

Tobriner is president of the Board of Garfield Hospital, vice president of the Washington Hospital Center, president of the Board of Lisner Home, and a trustee of Group Hospitalization, Inc.

He has two children, Constance, 21, studying at the Sorbonne in Paris, and Matthew, 18, a June graduate of Wilson High, who will enter Princeton this fall. His wife, Marienne, is a volunteer worker for the Democratic National Committee and a member of the Commissioners' Zoning Advisory Council.

Integration Ruling Hailed At Sidwell Graduation

Post & Times Herald p. 11-A
Washington D.C.
Wed. 6-12-57

William P. Rogers, deputy Attorney General, said last night the Supreme Court's school anti-segregation decision reaffirmed the principle that discrimination based on race or color is "foreign to our system of law."

Rogers was the principal speaker at the Sidwell Friends Schools 69th commencement, for 55 graduates.

"Our law provides the moral framework for a free people," Rogers said. "With this objective in mind, our law recognizes the moral principal of equal treatment for all."

On Sunday, Rogers, a North Carolinian by birth, was awarded an honorary degree of doctor of humane letters by Clarkson College of Technology in Potsdam, N. Y.

* * *

More than 1200 students will be graduated from the following District public high schools tonight: Dunbar, 6 p. m., 252 students; McKinley, 8 p. m., 231; Spingarn, 8 p. m., 271; Western, 6 p. m., 145, and Woodrow Wilson, 6 p. m., 314.

Wheaton High in Montgomery County will graduate 180 students at 8 p. m.

Almost 600 more seniors will receive their diplomas from the following Fairfax County high schools: Fairfax, 8 p. m., 150; McLean, 8 p. m., 140; Herndon, 8:15 p. m., 52; Luther Jackson, 8 p. m., 49, and Mount Vernon, 8 p. m., 190.

* * *

Adm. Arthur W. Radford, Chairman of the Joint Chiefs of Staff, suggested yesterday that the United States was not taking enough steps to prevent being "out-talked" by the Communists.

Speaking before the graduating class at Virginia Military Institute in Lexington, he said, "However great our material resources, they could crumble if undermined by a lack of ability to explain and exemplify our way of life."

He said that "Communist workings toward systematic mental destruction . . . have caused us to question how well we are preparing ourselves to cope with the Communist big lie."

* * *

The District Teachers College will graduate 125 prospective elementary and junior high school faculty members at 8 p. m. Thursday at McKinley Technical High.

Hobart M. Corning, superintendent of schools, will deliver the commencement address. Marie D. Perry will receive the first masters degree ever awarded by the Teachers College, an M.A. in education.

* * *

The Rev. Dr. T. W. Wedel of Washington Cathedral, warden of the College of Preachers, has been awarded the honorary degree of Doctor of Divinity by Oberlin College in Ohio. He is of Oberlin's class of 1914.

House Told Of Vandalism In Schools

Post & Times Herald p. 3-B
Fri. 6-28-57

Because of vandalism, a 2-year-old District school has become a "landmark of shame," Rep. Earl Wilson (R-Ind.) told the House yesterday.

"I'm speaking of the 3677,400 Shadd Elementary school, E. Capitol and 55th sts. ne.," said Wilson, who inspected the building a few days ago.

"I found hundreds of broken window panes . . . mud and filth have been hurled against the building," he added.

Continued the member of the House District Appropriations Subcommittee:

"Empty beer cans are scattered about the premises . . . Obscene words and crude drawings cover portions of the neat little frame annex used for kindergarten pupils."

Wilson said he was bringing the matter before the floor of the House because "my own background as a teacher and a school administrator convinces me this is a shocking example of the lack of adult interest in the schools established for their children."

Wilson emphasized the "Negro people who live in this area are allowing their magnificient institution to be turned into a landmark of shame to them."

Assistant School Superintendent John Riecks said yesterday that vandalism is an "increasing problem" in District school upkeep. Broken windows alone, he said cost $60,000 throughout the system the past year.

"We don't know how to combat this wanton of destruction," said Shadd Principal Lillian S. Glascoe. "It's embarrassing . . . it's frustrating . . . it's disgraceful."

Area school officials yesterday also reported an upswing of vandalism, which, they said, "is due to grow worse in summer months."

Police in North Virginia reported that the destruction consisted mainly of "broken windows." They added "this damage at one school can total $2000."

City Schools Tighten Up Promotions

Post & Times Herald
Washington D.C.
Wed. 7-18-57

600 Sixth Graders Held Back in June; 3d Graders Tested

By Jeanne Rogers
Staff Reporter

More than 600 District sixth graders failed to move into junior high last month as the result of a new "get tough" promotion policy, school officials said yesterday.

To move a grade "you make the grade," school officials said.

The 600 retentions were out of a total sixth grade enrollment of 6500. Last year, about 500 sixth graders were held back out of the same total registration.

In addition, this past school year, third graders were tested again and again on achievement in basic studies before they moved into the fourth grade.

Almost 150 kindergarteners of a total of 9000 were retained a year, although there is a waiting list for kindergarten.

Tightening Up

"We've tightened up on standards," said Assistant School Superintendent Edith Lyons, in charge of elementary education. "We've been so busy doing it, we haven't had time to talk about it."

Very few youngsters, said Miss Lyons, were promoted to junior high school unless they were ready for it. A few did move on because of age.

Miss Lyons said her officers have been instructed to give special attention to sixth and third grades. The latter, she said, is the "pivotal point" in a pupil's school life.

A move is afoot to hold children back a year in kindergarten and the next three years of grade school if they are "dragging behind" fellow pupils. This practice is followed by many private schools, but their administrators admit that a "whale of an educational program" is needed to sell the plan to parents.

"I have stacks of data to prove the effects of the strengthened grade school program this past year . . . but I haven't reported it yet to Superintendent (Hobart M.) Corning," Miss Lyons said.

She said that, at two schools, first and third grade children had "pulled themselves up" two grades in one school term. "This shows what can be done."

Growth Picture

Elementary school officials for the first time this fall will use a new cumulative record form for pupils. It will show at the end of six years a complete picture of the child's elementary school development, his intellectual, social and educational achievement.

Another new record will show where new District school children came from and at what age they left school or were promoted.

"Each year we get tougher on standards, we get better and better in what we offer the children," Miss Lyons said.

Bill Grants Loan Power To Build Schools

Post & Times Herald p. 1
Sat. 5-4-57
Washington D.C.

Morse Champions $69 Million Borrowing Plan For Construction

By Jeanne Rogers
Staff Reporter

The District Board of Education's $69 million borrowing program for school construction has been introduced in Congress.

The measure, which has been stymied by District building review of the entire city public works program was introduced by Sen. Wayne Morse (D-Ore.), a member of the Senate District Committee.

Morse dropped the bill in the hopper late Thursday at the request of the Washington Committee for Public Schools and the District Congress of Parents and Teachers.

The bill would let the Commissioners issue bonds to finance the school system's five-year construction program.

The School Board sent the borrowing plan to the District Building last December contending that borrowing is cheaper and better than the present pay-as-you-go system of financing construction which all city agencies follow.

20-year Bond Issue

The bill calls for issuance of 20-year bonds. School people said principal and interest payments on a 20-year loan at about 3 per cent would be about $4 million a year. Capital outlay appropriations for the schools averaged $4.3 million a year from 1947 to 1957.

School officials told the Commissioners their borrowing plan would build the critically needed schools in five years instead of 20 under the present mehtod of finance.

Walter N. Tobriner, school board member, said yesterday: "The findings of the Commissioners' Advisory Committee on Public Works may be heard equaly as well before a Congressional Committee as before the Commissioners."

Tobriner said Sen. Morse "once again has shown his genuine concern for District welfare by introducing a bill that is likely to shortcut the delays incident upon the committee system imposed by the Commissioners."

Pressed For Time

The Board of Education last month urged the Commissioners to act on the borrowing plan before "it is too late" to be approved by Congress this session. Some members urged parent groups to take the lead and by-pass the District building by seeking private introduction of legislation on the Hill.

The school construction program calls for 586 new elementary school classrooms which would bring class size down to 30 pupils per teacher.

Candidates Debate

Post + Times Herald
Mon. 7-8-57 Washington, D.C. P. 1

Thomson and Smoot Agree Briefly, Then Clash Again Over Integration

By Paul Sampson
Staff Reporter

The two candidates in Alexandria's hot Democratic primary race for the Virginia House of Delegates met face to face yesterday in a television interview.

The candidates, incumbent James M. Thomson and challenger Albert A. Smoot continued their vigorous school integration debate. But they took time out to agree that:

1. Both lost potential voters when a machine in the Alexandria's office broke down and some voters did not get poll tax notices and failed to pay their tax. Drew Pearson had reported in his column yesterday that most of the disenfranchised voters were Thomson opponents.

2. Each will support the other if he wins the Tuesday primary. Neither candidate, however, showed enthusiasm for actively working for the other.

Like the campaign, the WTOP-TV City Side discussion centered on the school issue.

Virginia Democrats go to the polls on Tuesday.
Page A8

Smoot repeated that he wanted to keep the public schools open and favored a local pupil assignment plan to do so. He said this plan may permit modified racial integration.

Thomson said he didn't think there was such a thing as limited integration. Once the barriers are down, he said, there is no hope of returning to segregation. Thomson said that the public schools in Washington have been destroyed by integration.

Smoot said he didn't believe integration had destroyed Washington schools. He said a Virginia pupil assignment plpan would provide a means of avoiding the mass integration that has taken place in Washington schcools.

Thomson said that if Negro pupils were assigned to white schools on a basis of intelligence, it would leave a "cesspool of defeatism" in Negro schools. They would be in effect schools for retarded children, he declared.

'Ethical' Accords Seen As Integration Reasons

Post + Times Herald P. 11-A
Washington, D.C.
Tues. 7-9-57

By Phil Casey
Staff Reporter

Integration in the "border cities" of Washington, Baltimore and St. Louis is being helped by a "complex ethical agreement" among people who have different reasons for agreeing, a speaker told the Interamerican Congress of Philosophy at Gallaudet College yesterday.

Prof. William T. Fontaine of the University of Pennsylvania said some persons approve desegregation in education as a means to "national survival and leadership" in the free world, while others approve it for its "intrinsic" value of equality under the law, as well as for reasons of national survival.

The 47-year-old philosophy professor said after his speech that he believed it would be for "extrinsic" reasons that desegregation is finally accepted in the Deep South. It will come, he said, when Southerners believe desegregation is necessary to achieve some greater good.

"I will say," he added, "that the first Southern politician to win the support of a liberal majority will become the great man of the future."

Jose A. Mora, Secretary General of the Organization of American States, urged the philosophers to "turn attention to the pressing problems of our own day . . . One of the fundamental human liberties menaced today is, precisely, intellectual freedom. Without it there can be neither culture, nor science nor philosophy. Faced by this threat, philosophers and men of thought must take a militantly active stand, if they really believe in the transcendent value of their own work."

Mora said, "We are faced by the spectacle of our world of today, in which man, though endowed with a scientific and technological power unequalled in history, does not know how to use that power. We are faced by the no less deplorable spectacle of the hypertrophy (overgrowth) of the State, which threatens even the smallest of individual liberties; of this, we have had a number of tragic examples in our epoch, on a scale similarly unequalled in the chronicles of men."

President Eisenhower sent a message to the opening of the five-day Congress asserting that inter-American friendship constitutes a "creative power for peace."

The message, read to the opening session, said in part:

"The bonds of friendship among the peoples of the Americas constitute a creative power for peace in our world. As the most eminent philosophers of this hemisphere bring their minds to bear upon scholarly subjects of great interest, they bring further strength to the ties which unite our peoples."

Reaches No Official Position

Post + Times Herald
Fri. 7-19-57 P. 1-B

P-TA Discusses Elected, Appointed School Board

Washington D.C.

About 20 members of the District Congress of Parents and Teachers met behind closed dors at the Grant Schol yesterday to debate the merits of elected and appointed school boards.

John B. Gillilland, PTA President said no official position was taken because of the small turn-out. A number of chapters were not represented at the meeting, he said.

Another PTA spokesman, Mrs. Leonard W. Thomas, said no policy decision was likely until a full meeting of the PTA board. This probably would not be until September she said.

A post card survey of 200 PTA officers is now underway. They may express preference for appointment of school boards by Federal judges, which is the present methods, appointment by District Commissioners, or election by the voting public.

The PTA's opinion was requested last week by Sen. Joseph Clark (D-Pa.), chairman of the Senate District Judiciary subcommittee, which is considering District home rule legislation.

School Board in Politics

Post + Times Herald
Sun. 7-14-57 P. 12-C
Washington, D.C.

It is perhaps less than astonishing that Washington School Board members appointed by District judges should be opposed to an elected school board. We cannot escape a feeling of chagrin, however, that four out of the five members of the board who testified on Thursday before the Senate District Subcommittee considering home rule legislation should have shown so little confidence in the popular election of the School Board. Only Board President Walter Tobriner believed that the School Board should be directly elected. The others, it seems to us, presented an unwitting indictment of the present method.

The principal argument offered against election of School Board members was that it would tend to mix politics with school matters. But school matters are, of course, essentially political to begin with. The Board of Education is called upon constantly to make political decisions—that is, decisions involving controversies over policy. It decides such questions as whether and when and how to do away with school segregation, how much money to spend for school construction and for teachers, where to locate new school buildings, whom to hire as superintendent and what to teach in the public schools.

It is precisely because the School Board is a political body engaged constantly in political issues involving public controversy that it ought not to be chosen by Federal judges who are supposed to be divorced from politics. The judges are supposed to be insulated from community pressures, but the School Board is supposed to be responsive to them. It holds hearings for the purpose of weighing contending popular views. It ought, therefore, to be responsible to the community; and it can be made so only by being subject to popular election or at least to appointment by officials who themselves are directly elected.

Dawson Raps Biased Report On Schools!

Courier p. 3
Pittsburgh Pa
Sept 1-5-57
14d(1)

WASHINGTON—Fear that the capital of the United States of America would become a predominantly Negro city was expressed by Dixie Congressmen on a distorted report concerning the integration of schools in Washington, D. C.

The report, issued by Chairman James C. Davis, Georgia Democrat, who headed a Congressional subcommittee, recommended that segregation in the nation's capital be restored for a number of reasons.

The subcommittee's findings were not without opposition for Representative William L. Dawson, Illinois Democrat, who is a member of the full District of Columbia Committee, asserted that he would challenge the inquiry's findings.

Mr. Dawson declared that the subcommitee's hearings not only were illegal, but added that the probe was conducted while the House was adjourned and therefore was "a nullity."

■

THE CONGRESSMEN conducting the probe included Representatives John Bell Williams notorious white supremacist Democrat from Mississippi; Joel T. Boyhill, a Republican from Virginia, and Woodrow W. Jones, North Carolina Democrat.

The report of these Southerners had claimed that integration "greatly accelerated" the movement of D. C. whites into neighboring Virginia and Maryland suburbs increasing the possibility that the national capital's population would become predominantly Negro in composition.

Messrs. Broyhill, Davis, Jones and Williams had been among a group of 81 Southern Congressmen who had signed a "manifesto" in March of 1956 to exercise every "lawful" means to subvert the Supreme Court's rulings on the segregation issue.

In conducting the probe these men had made the following charges:

1. That integration in Washington had been "forced."

2. That teachers were becoming harassed with their morale becoming lowered.

3. That integration has brought about higher costs in conducting the school system.

4. That there has been an increase in disciplinary, sex and educational problems.

5. That white and Negro students were mixed "too rapidly."

6. That separate schools should be established for "backward" and "delinquent" students.

7. That the public school system in D. C. has been "seriously damaged."

8. That racially separate schools be established for the education of white and Negro students in the District of Columbia on a separate but equal basis.

The Washington Committee for the Public Schools labeled the report as "negative" and hostile.

■

THE TWO Northern Republican members of the committee, in their minority report claimed that a return to segregated schools would be "unconstitutional and "obviously cannot be done without a constitutional amendment."

The minority report was issued by Representatives A. L. Miller of Nebraska and DeWitt S. Hyde of Maryland.

However, both Miller and Hyde commented, "The facts brought to light by this investigation seem to indicate that Negro leaders, and those actively interested in the advancement of the Negro people, have much work to do among the Negro people, and that all of the difficulties attended with integration are not caused by the seemingly uncompromising attitude of white people."

The pair also criticized the report itself for dealing almost entirely "with the sordid headline items."

In Montgomery County

Post + Times Herald
Thurs. 3-14-57 P. 1-6

2300 Negro Pupils Still In Segregated Schools

Washington, D.C.

About 2300 of Montgomery County's 3000 Negro school pupils are still attending segregated schools, according to a "fact sheet" compiled by the County League of Women Voters.

The report released yesterday, states 686 Negroes have been placed in desegregated schools during the 1956-7 school year as compared to 490 the previous year.

The majority of these, 545 are scattered in 33 elementary and secondary schools in the suburban or down-county area.

In the up-county area, including Rockville, 141 students are placed in 16 schools. There are also 41 Negro students attending formerly all-white Montgomery Junior College.

The report states that while the transfer of the additional Negro pupils from Negro schools has alleviated the crowding in them they "remain well above capacity."

In addition, the report states, many of the Negroes in segregated schools "have to be transported for long distances, some of which entail necessarily circuitous bus routes."

As examples, the Fact Sheet points to: 32 children who travel 30 miles each day from the Damascus area to Longview school in Gaithersburg; and another group of 59 children at the school who travel 25 miles from the Olney area.

In reviewing the progress of desegregation in the county the League concluded that at all levels of education, the school officials have followed the policy set forth by the Board of Education two years ago.

That policy called for a gradual desegregation

Parity for the Schools

Post + Times Herald
Sat 1-19-57
Washington, D.C.

It has been no secret that District schools were short-changed in the development of the city's 10-year public works program three years ago. A substantial effort to put school construction on a parity with the rest of the "catch up" postwar building program happily is reflected in the fiscal 1958 District budget which the President has sent to Congress. But the $44 million allocated for schools, although it is the largest budget item and considerably more than this year's expenditure, falls short of needs in many respects.

Average class size can be cut if this sum is appropriated, but not to the level generally recognized to be the maximum for good teaching. Some half-day classes ultimately will be eliminated—but not all of them. A number of important projects, including replacement or modernization of several old schools and provision of an administration building, will again be deferred.

Unlike the Federal Government, which has a debt some four times the size of its present annual expenditures, the District has a debt of less than one fourth of one year's outlay. The 1958 budget calls for some additional borrowing, pursuant to the program of interest-bearing Federal loans established three years ago to help finance 10 years of expanded public works investment. But even when the full authorized amount has been borrowed, which will not occur for several years (by which time repayments already will have become substantial), Washington's municipal debt will remain well within the bounds of prudence recognized for city financing. Thus Congress probably will be asked to consider an expansion of the vital school construction program even beyond that recommended in the budget, to be financed by further, similar borrowing.

In weighing this and other aspects of the city budget, Congress must remember that the District budget bears little or no relation to the Federal budget, since most of it is financed with local taxes. The Federal share, pegged at the full authorized amount of $23 million for fiscal 1958, or about 10 per cent, continues to represent one of the best bargains Congress gets. It falls far short of fair compensation for the heavy Federal drain on city services and tax base.

The second biggest item in the District budget is for highways. Under the Federal aid highway program, in which the District shares with the states, the total outlay for this purpose will be much higher than ever before. As the center of a rapidly growing metropolitan area serving large regions of Maryland and Virginia, the District is compelled to build its share of a modern highway grid that will keep this metropolis a going concern. Over the next several years the cost will run into several hundred million dollars. But unless some radical innovation in urban transportation not yet devised is brought forth, there is no escaping this need.

District taxpayers as well as Congress can be gratified that the city's first budget to exceed $200 million apparently can be met without further local tax increases, although the anticipated surplus is extremely small. It is not too soon to develop some firm policies about where the city is to go

from here as the costs of local government continue their nearly inevitable rise. Any substantial further tax increases will involve the risk of accentuating the preferential position of the suburbs on this and other scores. But neglect of vital and costly public works and essential health, welfare and safety activities will have the same effect.

Part of the answer lies in a continuing search for more efficient operations. But the real problem is how to compensate for the city's strictly limited area, its enormous tax exempt land area and the numerous special restrictions on normal growth that its function as a national capital requires. This at bottom is a Federal problem, not only here but throughout the country where the Government's impact on local tax revenues is an increasing strain. Somewhere in the context of the President's proposals for alleviating the situation nationally, answers appropriate for the District may be found.

Senate to Probe Lack Of Hot School Lunches

Post + Times Herald P.1
Wed. 3-20-57
Washington D.C.

By Eve Edstrom
Staff Reporter

A Senate inquiry into the need for hot school lunches in the District's elementary schools, as well as the need to increase relief grants to relieve the hunger of the District's needy children, has been set for 10 a. m. Tuesday.

The investigation was ordered by Sen. Wayne Morse (D-Ore.) as chairman of the Senate District Committee's welfare subcommittee.

"If it is true—and I'm satisfied it must be—that in the Nation's Capital we have little boys and girls who do not have sufficient food for their health, this condition must be remedied at once," Morse said.

Congress, he continued, has a "clear, moral obligation to supply funds at once" to correct any deficiencies contributing to children's hunger.

Shocked by Needs

Both he and Sen. Hubert H. Humphrey (D-Minn.) yesterday expressed shock over the plight of the District's needy children as described in Sunday's Washington Post. Humphrey inserted the Post story in the Congressional Record.

Humphrey, on the Senate floor, declared:

"It is incredible that in a country of our abundance, children should be neglected within the shadow of the very chamber where we are gathered.

"We have provided for making our surplus food available throughout the Nation and throughout the world to combat hunger, yet we find it existing in our own backyard . . . Must the District of Columbia be penalized just because it lacks the stature of a State or lacks self-government?"

Humphrey continued that "we cannot hold up our heads" if the Senate does anything less that investigate "this intolerable situation with the objective of seeing that the District participates fully in those food distribution programs helping to alleviate human suffering elsewhere."

Calls for Inquiry

He called for a joint investigation by the Senate District Committee and the Senate Committee on Agriculture which developed the food distribution programs.

Senator Morse lost no time in directing the Senate District Committee staff to set a subcommittee hearing. Besides Morse, the subcommittee includes Senator Clifford P. Case (R-N. J.) and Senator Joseph S. Clark Jr. (D-Pa.). Witnesses will include District school and welfare officials, as well as settlement house leaders.

Morse declared he knew the people of the District want to correct existing health and welfare deficiencies at once but "await the leadership that will lead them to removal of this moral blight."

Recalling how he has tried to obtain increases in relief grants here because they are "shamefully low" in comparison to other cities, Morse asserted that "not a single member of Congress has any right to a peaceful night's sleep until this is corrected."

Montgomery County school lunch program operates with Federal help. Page A16.

Corning's Estimate Cuts Pupil Food Needs

Post + Times Herald
Wed. 3-27-57
Washington D.C.
P.1

Tells Probers 800, Instead of 11,634, Children Require Free School Lunch

By Eve Edstrom
Staff Reporter

Elementary school principals estimate 11,634 District children "need" free school lunches—but School Superintendent Hobart M. Corning yesterday told Senate probers a more realistic estimate would be "750 to 800."

This caused Sen. Wayne Morse (D-Ore.), chairman of the Senate District Committee's welfare subcommittee, to observe that the larger figures come from teachers who "work day in and day out" with the children.

The teachers estimated that free lunches should be served to 939 children because they were malnourished, 7624 because they came from large families with low incomes, and 3071 because their families were receiving inadequate public assistance grants.

Even if the teachers' estimate was cut in two, Morse said it represents a "serious problem."

Corning Disputes Figures

But Corning insisted that the teachers' figures, which amount to about 16 per cent of the total elementary school enrollment, were way out of line because the number of free lunches actually served in the secondary schools only amounts to 1 per cent of the enrollment.

Morse asked if the Department of Agriculture, which is in charge of surplus food distribution, had not criticised one District junior high school principal for certifying too few children for free lunches.

Corning replied this was true, adding that another junior high in the same area was criticized for certifying too many for free lunches. Both were out of proportion, he said, just as this weekend's estimates from elementary principals in identical neighborhoods show wide disparities.

The Welfare Department, Corning said, is better equipped to screen needy children. If welfare officials assumed this responsibility and if Congress appropriated adequate funds for a lunch program, Corning said he had no objection to it.

Morse Explains Aims

At the outset of the all-day hearing, Morse made clear his subcommittee is interested in adoption of a school lunch program in elementary schools as only one facet of a broad inquiry into the District's inadequate welfare programs for numerous hungry families. The hearing resumes at 2 p.m. today.

Substantial evidence of undernourishment, as related to deprived socio-economic conditions, was introduced by another witness, Dr. Robert H. Parrott of Children's Hospital.

He reported a "severe degree of nutritional anemia" was found in from 2100 to 3500 of those who received outpatient care at Children's in the last year.

He cited a number of cases, including a 3-year-old who dropped from 27 pounds to 14 pounds during the month prior to hospital admittance for severe malnourishment. Other witnesses told of the child whose lunch consisted of a "cup of tea and a slice of bread" and of the schoolboy who didn't drink milk at home because "if I do the baby doesn't get any."

To remedy such conditions, Sens. Morse and Clifford P. Case (R-N. J.) heard repeated pleas for increases in welfare grants, for nancial aid to marginal income families and to the unemployed employables.

Commissioner Robert E. McLaughlin testified that all these reforms were under consideration, as well as a determination of whether surplus food can be furnished advantageously to welfare recipients.

Earlier, Sen. Hubert Humphrey (D-Minn.) had declared this Nation is practically "spoonfeeding" hungry persons throughout the world, that if any child is going hungry here it is because of apathy, indifference of public officials, or "unbelievable bureaucracy."

Full-Time Psychiatrist Urged in D. C. Schools

Post + Times Herald P. 6a
Wed. 3-27-57

District public school children should have the services of a full-time paid psychiatrist, Dr. Winfred Overholser, superintendent of St. Elizabeths Hospital, told the District Commissioners' Public Health Advisory Council yesterday. He said that would be in line with a desirable preventative program in behalf of emotionally disturbed children.

Washington D.C.

Dr. Montague Cobb, Council chairman, had asked him whether it would be a good idea to set up a residential facility at St. Elizabeths for disturbed children. Overholser approved the idea but said efforts should be concentrated on prevention.

Council members also heard Drs. Jay L. Hoffman, first assistant physician, and Overholser discuss the impact of new tranquilizing drugs on patient loads.

Dr. Overholser said the drugs had enabled the hospital to discharge about 200 patients last year but the patient load was still 7400. He was not optimistic about a sharp reduction, he said, because of a counter influx of elderly patients.

14d(1) 1957

D.C.

143 Additional Teachers Voted By House Unit

Post + Times Herald
Washington, D.C.
Sat. 3-30-57
P. 1-B

Will Reduce Class Size to 33 Instead of 32 Schools Asked

By Jeanne Rogers
Staff Reporter

The House Appropriations Committee yesterday granted District schools money to hire 143 new grade school teachers, which will whittle class size down to an average of 33 pupils next fall.

School officials — backed by the Commissioners—asked for 212 teachers to gain a class size of 32 pupils instead of the present average of 34.6.

Their hopes of attaining a pupil-teacher ratio of 30 pupils by 1959 now may be held up a year, perhaps longer. Parents have fought for five years for smaller classes.

In effect, the Committee, headed by Rep. Louis C. Rabaut (D-Mich.) did this: It granted 75 new teachers to keep abreast with higher enrollments next fal', or the number needed to maintain the present class size. It gave half, or 68, new teachers required to reduce class size and improve standards.

Additional Teachers

In addition, the recommended $37.1 million school operating budget includes funds to hire 16 grade school teachers for slow readers, pupils with speech defects, mentally retarded youngsters; and 11 additional vocational high school instructors.

The House Committee directed school officials to forecast future budget costs on an "average daily pupil population" instead of the present system of using maximum student enrollment recorded in mid-October.

Charles N. Zellers, deputy school superintendent, said "this will put us farther behind than ever." He explained school people have to plan for the total registration "not who attends class on Monday or Tuesday."

Building Funds

On the capital outlay side of the recommended budget, the Committee approved $8 million for new buildings. Items include:

- Senior high school, Congress Heights area, Southeast, $4.1 million.
- Grade school, Mt. Olivet rd. and Holbrook st. ne., $1,180,000.
- Site and plan money for new grade schools at 56th and Eads sts. ne., and 19th and F sts. ne., totaling $263,000.
- Taft Junior High addition, 18th and Perry sts. ne., $563,500.
- Payne School addition, 15th and D sts. se., $137,500.
- Moten School, Elvans and Morris Rds. se., $233,500.

Eliminated were the following requests:

- Warehouse, vicinity of Adams st. off Queens Chapel rd. ne., 01,180,000.
- Permanent improvement funds totaling $200,000 to take care of a backlog of such needs as antiquated lighting systems, condemned boilers and outdated science and physics laboratories.

Directive From Corning

Post + Times Herald
Washington, D.C.
P. 1-B

Principals Given Rules For Excluding Students

Sat. 3-30-57

School Superintendent Hobart M. Corning has sent a directive to principals outlining ground rules for suspending or excluding "unmanageable" students from District classes.

His Thursday action stemmed from a Board of Education investigation of unauthorized pupil exclusions and Corning's porposal to change the law to get this authority to use when youngsters prove to be a "dangerous menace" to others.

Under the interim system, outlined by Corning, principals must get a green light from the assistant superintendent over their school branch for the immediate suspension of students. Corning will order final suspension and parents will be notified by phone or letter and given requirements for readmission.

The Metropolitan Police Department will be notified if the student is considered dangerous enough to be taken into custody, according to the plan.

Hot Lunches for Pupils

Post + Times Herald
Washington, D.C.
P. 12

The news that the District Commissioners have stepped up their emergency food program for undernourished children should not cool off the drive for a city-wide school hot lunch program in the schools. It is gratifying that the Commissioners have relaxed requirements for needy families seeking public aid and have shown humane concern for the plight of underfed children. But this is no substitute for a permanent hot lunch program for all elementary pupils.

Schools in 39 states are now taking advantage of the Federal program whereby free agricultural surpluses are used for hot lunch programs. Why shouldn't the District benefit from this valuable program, too?

M'Laughlin Sets Talks Today on Hungry Pupils

Post + Times Herald P.1-C
Fri. 3-22-57
Washington, D.C.

Health, Welfare, Other Officials To Weigh Care of Needy Children

By Eve Edstrom
Staff Reporter

The District Commisioners will begin a broad inquiry today into how the city can best meet its oblgatons to hungry chldren.

Precpitated by the growing demand for a lunch program in the elementarys schools, Commissioner Robert E. McLaughlin made clear that the Commissioners are concerned with providing more than "just five meals a week" for needy youngsters.

He has asked School, Welfare, Health, Corporation Counsel and City Management officials to attend a "stock-taking" session at 11 a. m. today.

His action followed two other developments in the push to provide necessities for the needy.

- Dr. Addison M. Duval, chairman of the Commissioners Youth Council, declared the Council's blueprint for improving al children's services, currently being drafted, must include ways to provide food for hungry children.
- The executive board of the District Congress of Parents and Teachers reaffirmed its long-standing support of a hot lunch program for all children in the elementary schools. For the child in need of a free lunch, recommendations are being drafted so the financial burden would not fall on the schools.

The P-TA position is similar to that of Commissioner McLaughlin as expressed yesterday. In noting that the Commissioners do not administer the schools, but are responsible for the Welfare Department, he suggested that it probably is a Welfare obligation to see that children are adequately fed.

Both McLaughlin and Commissioner David B. Karrick indicated that several methods of remedying the situation are under exploration. For example, they suggested the Welfare Department might obtain Federal surplus food, certify families for it, but that distribution could be handled by United Community Services.

As a starting point, they called today's meeting to ask Health officials for statistics relating to malnourishment of children, Welfare officials for their views on an adequate relief program, and School officials for their views on the lunch program.

Schuyler Lowe, District General Administration Director, estimated that an adequate program might cost the city as much as $2 million annually.

D. C. School Budget Fixed At $44 Million

Post + Times Herald
Washington, D.C.
Thurs. 1-17-57

Funds Will Provide Salaries for 212 New Elementary Teachers

By Jeanne Rogers
Staff Reporter

Washington parents' long-sounded plea to shave down the size of classes for small fry was honored yesterday in the proposed $44 million public school budget for 1958.

The Commissioners— prodded since 1953 by citizens thoroughly irritated by perennial overcrowding and a teacher shortage—approved a million dollars worth in salaries to hire 212 additional elementary school teachers.

This number, requested by the Board of Education, would bring the average grade school class down to 32 pupils per teacher next year.

This classroom size figure, however, is an average and means that many classes still would accommodate 40 or more pupils. The School Board hopes to attain its goal of a 30 to 1 pupil-teacher ratio by 1959. This would take an additional 125 instructors. Elementary school classes now average 34.25 pupils.

A total of $9 million was urged for new construction in the pending budget — the biggest amount ever received. This sum will not put up enough additional classrooms to stave off part-ime instruction in the school year, beginning September, 1957.

School Superintendent Hobart M. Corning told reporters that the combination of more teachers and inadequate classroom space would result in "considerable" additional part-time classes for beginning students next fall.

Now, there are 44 part-time classes in 11 District schools involving about 1,100 children, all first and second graders.

Corning said he was "grati-

fied" by the Commissioners' approval of the priority budget items which he told both them and the special House District Subcommittee which investigated school integration here, would improve instruction in city schools. (The subcommittee, headed by Rep. James C. Davis (D-Ga.) did not include any of Corning's suggestions in its critical report of school conditions.)

The Commissioners, however, gave a green light to the additional regular classroom teachers, which school officials said is their prime need, and to the following:

• Special elementary school teachers — Remedial reading (5); speech correction (8) and for mentally retarded classes (3). Eliminated were 34 special teachers for secondary schools to teach remedial reading and arithmetic and slow learners in the junior highs.

• Group testing and psychological pupil study—This program would be doubled with funds to hire nine additional psychologists for diagnostic purposes. There are now two psychologists on the research staff.

• Elementary school supervisors—The budget would provide six additional officers—doubling the present staff—who move from school to school checking the work of teachers.

Funds to provide 23 assistant principals for large elementary schools and six for junior highs and four for vocational highs were eliminated from budget estimates.

New money for textbooks and instructional supplies was cut from the $102,000 request to $58,000. Corning said this could mean a "serious textbook shortage" in some schools.

Corning said the Washington school system gets less money for curriculum printing than any other system of comparable size.

Total operating budget approved was $35,075,000. Increase over money in the till is $2,233,374. School Board members had asked for an increase of $3,140,673.

Capital outlay items approved include:

• A new senior high school, Congress Heights area, Southeast Washington, $4.1 million. This building, slated for fall 1959 opening, would mark the largest high school built since Spingarn after World War II. It would have a capacity of 1334 students.

• Warehouse, vicinity of Adams st., off Queens Chapel rd. ne., $1,180,000. School officials say this is vitally needed for smooth administration.

• New grade school, Mt. Olivet rd. and Holbrook st. ne., $1,008,000.

• New grade school, vicinity Texas ave. and C st. se., $938,000.

• Taft Junior High Addition, 18th and Perry sts. ne., $63,500.

• Site and plan money for new grade schools at 56th and Eads sts. ne., and 10th and F sts. ne., totaling $263,000.

• Payne School Addition, 15th and C sts. se., $137,500.

• Moten School Addition, Elvans and Morris rds. se., $233,500.

Eliminated were the following requests:

Administration Building, vicinity 13th and Upshur sts. nw., $86,000 for plans.

Replacemet of Hine Junior High, 7th and C sts. se., $2,495,600.

Addition of Phelps Vocational High, 24th st. and Benning rd. ne., $2,228,750.

Addition and alterations to Randall Junior High, 1st and I sts. sw.

Replacement of Amidon-Greenleaf School in southwest Washington, $871,400.

Addition to Washington Vocational School, 1st and Q sts. nw., $463,700.

Seek to Borrow

District Schools Ask $69 Million

Post + Times Herald P. 1-B
Tues. 1-15-57
Washington D.C.

By Jeanne Rogers
Staff Reporter

The District Board of Education yesterday sent the Commissioners its appeal to borrow $69,210,000 to build an "adequate public school plant" geared to needs in the next five years.

"These needs are real and tangible and cannot be met by pay-as-you-go financing," the 64-page report said.

The School Board wants legislation for authorization of the total construction expense. It expects to go to Congress each year for a specific appropriation for capital outlay.

If approved, the borrowing program would dove-tail into the construction items contained in the 1958 budget request to be presented to Congress Wednesday by President Eisenhower.

School officials pointed out that Washington possesses a sizeable credit potential since there ise no existing indebtedness for school building.

They did not specify what form the loan should take—a bond issue or a long-term credit from the Federal Government.

From 1947 through 1957, the average annual rate of appropriations for capital outlay for schools was $4,266,218.

At this rate, school officials said, it would require 16 years on a pay-as-you-go basis to accomplish the same program proposed over five years through borrowing.

"Such a foresighted borrowing program," the school people said, "makes it somewhat easier to project future District revenue needs and thus actually introduces a new element of stability into city financing."

They concluded that the program would have a "stabilizing" effect on District tax rates as opposed to the necessity for greatly increased tax revenues if the same program were to be accomplished on a pay-as-you-go basis during the same period of time.

D. C. School Kids Go Hungry, Mostly Negroes

Call-Post 1-12-57 P. 20

WASHINGTON. — (ANP) — It is incredible that in a country of America's abundance, children should be neglected within the shadow of the nation's capitol, declared Senator Hubert Humphrey (D., Minn.) last week.

In a speech on the Senate floor March 26, Humphrey stressed the inconsistency of this country sending surplus food through the nation and the world to combat hunger, when it exists in our own backyard.

The statement was based upon a news item appearing in a Sunday paper which Humphrey said "shocked" him when he read that youngsters are going hungry in Washington and there is no school-lunch provided for the elementary schools.

Humphrey urged the chairmen of both the District of Columbia committee and the Senate Agriculture committee to immeriately undertake a thorough investigation of this intolerable situation. "We cannot hold up our heads if we do any less," he emphasized.

Many Negroes Affected

The article, which Humphrey had placed in the Congressional Record, gave a vivid description of [illegible] hunger haunts the young in Southwest Washington." In this area, which is heavily populated with Negroes, the writer stated that hunger "can be seen at every step."

She points out how it is seen in the "listless body of a 4-year-old whose head and hands droop forward after he delivers his mother's note which says, 'Can you lend me two car tokens to go to the welfare?'"

A few social workers in a neighborhood settlement house are able to feed a handful of these children but the District of Columbia provides no hot lunch program for the elementary school children, and makes no use of avilable surplus food for families on relief.

Writes School Board

One volunteer worker, Mrs. Lawrence S. Lesser wrote a letter to School Superintendent Hobart M. Corning pointing out that:

"With all the surplus food that is being sent abroad...it seems... wicked and incredible that in the shadow of the nation's capitol young children should find it necessary to be at night scavenging in garbage pails for food. This situation could be partially alleviated if these children received at least one adequate meal a day."

As a result of this expose, an investigation began Tuesday by the Public Welfare subcommittee of the Senate committee on the District of Columbia. Senator Wayne Morse, committee chairman, invited members of the Agriculture committee to join him in an advisory and consultative capacity.

Meanwhile, Superintendent Corning was directed by the board of education to utilize all community resources to begin immediately, a hot lunch program for the District's underfed elementary school children.

Both the school board and public welfare advisory council, meeting in separate sessions Wednesday, pledged cooperation with Senator Morse in finding ways to solve the District's need for elementary school lunches and more adequate relief grants.

D. C. Officials Oppose School Resegregation

Post and Times Herald
PB 1 Wash

The District Commissioners said yesterday they would oppose a Constitutional Amendment that would allow District schools to be segregated again.

The Commissioners, appearing on WTOP-TV's panel show, "City Side," emphasized they thought the principal recommendation of the District Schools Investigating Subcommittee to re-segregate schools was "clearly unconstitutional."

Commissioner David B. Karrick said there was "something to be gained . . . from the academic point of view, but not on integregation" from information contained in the report of the subcommittee headed by Rep. James C. Davis (D-Ga.).

"The inconsistent rating system as revealed in the report must be faced up to by the Board of Education," he said.

He added he knew of no advantage to be gained from converting District Teachers' College to a two-year junior college. He said he doubted if creating a technical school for "atypical students" would be practical because of the distances many students would have to travel.

"I can see no objection to maintaining school records according to race, sex and age," as recommended by the committee, he said.

Commissioner Thomas A. Lane, who last week proposed relegating the National Capital Planning Commission to the role of a coordinating body and creating a municipal planning commission, defended the NCPC and said it was not equipped for municipal planning as other cities know such planning.

He said the NCPC has not been responsible for delays attributed to it on capital projects. He placed the blame for stalling such projects on such agencies as the Fine Arts Commission, the National Capital Regional Planning Council, and the National Capital Parks Service.

Money Gone For School Substitutes

Post + Times Herald
Thurs. 5-23-57
Washington D.C.

By Jeanne Rogers
Staff Reporter P.A-6

District public schools again have run out of money to hire substitutes.

This means that, starting this week, some elementary school classes will be doubled up—a first grade crammed in with a second grade, for example.

In other cases, volunteer parents will simply "tend" class by holding the youngsters in session from 9 a. m. to 3 p. m. Normally, substitutes are required to have some smattering of elementary teaching experience, in addition to a college degree.

Annual Problem

The substitute salary shortage is not new. It happens every year, and every year school officials ask for more money for this purpose.

In years past, special teachers of art, music and physical education have been used in the regular classrooms. This year, grade school officials say they do not intend to divert the "specials" away from their duties. Stop-gap measures will be used.

Deputy Superintendent Charles N. Zellers said the school system had $313,770 to spend for substituet service this term. Last week he parceled out the dwindling funds between the senior and junior high and the grade schools, giving the latter the larger share. The money now is gone.

10 Days Yearly Leave

Zellers said the rate of teacher absenteeism is higher this year than ever before. He attributed it to "liberalization" of the leave law.

Each teacher earns 10 days of sick or general leave a year. Seven are earmarked for sickness.

"If the present request for substitute funds in the 1958 budget passes Congress," Zellers said, "we should be all right, for the first time, next year."

The school system has requested an increase of $86,450 for substitutes. They get $14.08 a day.

HAPPY PRINCIPAL AND STAFF.— Harrison Caldwell, who believes he is the nation's only Negro principal of an all-white elementary school, is shown with some of his teachers in Seattle, Washington, after a year on the job. Caldwell, a former principal of Lincoln school, Topeko, Kansas, is so well liked in his new school job that he gets affectionate notes from the pupils. He says the school "is a living example of how people can get along." His subordinates at Royhill Public school praise him. Teachers from left, are Kathleen Haley, Mrs. Robert H. Martin, Caldwell, Mrs. Floyd Thompson, Mrs. C. E. L. Perkins and Mrs. L. A. Willoughby.

Educators Believe Integration Of Schools In D.C. 'Over Hump'

WASHINGTON, (UP) — Education officials believe the district of Columbia public school system is over the hump in the biggest desegregation job yet undertaken.

Schools in this capital city, where Negro students outnumber white students by a 4 to 3 ratio, are now in their fourth year of completely integrated classes at all levels from kindergarten through high school.

"We still have many problems, as all schools have," Superintendent Hobart M. Corning said. "But we are gradually solving them. On the whole, we feel that desegregation has gone unusually well here."

His appraisal was seconded by a high school principal, Mrs. Elva C. Wells, who told a House investigating subcommittee last year that integration had produced serious disciplinary and academic difficulties.

Mrs. Wells said student behavior has improved considerably since then, and the average level of academic achievement has risen "substantially." About 65 per cent of the students in Mrs. Well's school — Roosevelt High — are Negroes.

(The overall population of the District of Columbia is about 56 per cent white, 44 per cent Negro. The proportion of Negroes in the schools is higher than in the general population, school officials said, because the average Negro family has more children than the average white family. Moreover, many white residents of the district are unmarried government workers.)

Dr. Charles E. Bish, principal of McKinley High School, said teachers and students of both races are getting "adjusted to the new situation." The results of this more "relaxed" atmosphere are showing all along the line, he said.

ENCOURAGED

"Our teachers report encouraging forward strides in the quality of the work that the students are doing," he said.

Bish said McKinley students seem to be taking a "greater interest" in academic achievement this year. He cited, for example, a higher enrollment in classes in languages, science and higher mathematics.

"We still have some disciplinary problems," Bish said. "Some teachers feel there is more general noisiness and loud talking in desegregated classes. Tardiness and absenteeism are higher than before integration. But as for insolence, unruliness fights and other serious midconduct—we just have't had any real trouble of that kind."

SEX NO PROBLEM

He knew of no instance in which a student brought a knife or any kind of weapon to school.

He said sex "has not been a problem."

Miss Margaret Pepper, executive assistant to the suerintendent of city schools, said her office has received two or three reports at most "about boys of one race annoying" girls of another. She said no sexual attacks or serious molestations" have been reported.

The house subcommittee which investigated local schools last year was headed by Rep. James C. Davis (D-Ga.) Davis and three other southerners on the subcommittee issued a report urging that district schools be re-segregated. They said integration had drastically lowered academic levels.

500 Added Classrooms Open in Fall

But Overcrowding Leaves 9500 Pupils On Half-Day Sessions

By Jeanne Rogers
Staff Reporter

School systems in the Washington area will open next month with more than 1000 new classrooms. An additional 100 are scheduled for mid-year completion.

This won't be enough to take care of the flood of new pupils, area school officials said.

The District will have more than 5500 youngsters attending half-day classes and nearby Maryland and Virginia counties will have an estimated 4000.

The new construction picture, by area jurisdictions, is as follows:

DISTRICT

New La Salle School, 6th st. and Riggs rd. ne., 31 rooms (opening Oct. 1) and an addition to **Garfield School,** 25th st. and Alabama ave. se., 11 rooms.

FAIRFAX COUNTY

(Six new elementary schools and 14 additions providing 180 classrooms.)

New schools: Special school in **Belle Williard,** Route 237, 50 pupils. **Bren Mar,** Beryl and Paula rds., 10 rooms, 320 pupils. **Germantown,** Germantown rd. west of Fairfax, 18 rooms, 620 pupils. (Half for elementary, half for eighth-graders.). **North Springfield,** 7428 Axton st., 22 rooms, 625 pupils. **Rose Hill,** Rose Hill subdivision, 20 rooms, 500 pupils. **Glen Forest,** Glen Forest subdivision, 18 rooms, 300 eighth-graders, 320 elementary pupils.

New additions: **Cameran,** Burgundy Village, 4 rooms, 128 students. **Cedar Lane,** Vienna, 10 rooms, 320 pupils. **Flint Hill,** west of Vienna, 9 rooms, 288 pupils. **Herndon,** 4 rooms, 128 pupils. **Hollin Hills,** Fort Hunt rd., 4 rooms, 128 pupils. **Layton Hall,** Route 237, Fairfax, 8 rooms, 256 pupils. **Louise Archer,** Vienna, 3 rooms, 96 pupils. **Masonville,** Falls Church, 6 rooms, 192 pupils.

Also, **Wakefield Forest,** Virginia ave. off Little River turnpike, 8 rooms, 256 pupils. **Walnut Hill,** Falls Church, 5 rooms, 160 pupils. **Westmore,** Fairfax, 4 rooms, 128 pupils. **Woodburn,** Falls Church, 11 rooms, 352 pupils. **Woodlawn,** Engleside, 8 rooms, 256 pupils. **Woodley Hills,** Old Mt. Vernon Rd., 8 rooms, 256 pupils.

The county also will open three high-school additions, a total of 41 classrooms. They are: **Annandale High,** 6, 170 students; **Groveton High,** 18, 504 students, and **McLean,** 17, 476 students.

PRINCE GEORGES COUNTY

(Six new schools and five additions, providing 128 classrooms.)

New schools: **Rolling Crest Junior High,** Chillum, 27 rooms, 810 pupils. **Benjamin Stoddert Junior High,** Marlow Heights, 28 rooms, 840 pupils. **Flintstone School,** East Forest Heights, 13 rooms, 455 pupils. **Tanglewood School,** Surratts district, 12 rooms, 420 pupils. **Parklawn,** Bladensburg, 10 rooms, 350 pupils. **Sandymount,** Spaulding district, 14 rooms, 490 pupils.

New additions: **Adelphi,** 4 rooms, 140 pupils. **Accokeek,** 4 rooms, 140 pupils. **Temple Hills,** 4 rooms, 140 pupils. **Greendale, Seat Pleasant,** 6 rooms, 210 pupils. **District Heights,** 6 rooms, 210 pupils.

MONTGOMERY COUNTY

(Two new schools and seven additions, providing 66 new classrooms.)

New schools: **Bannockburn,** Bethesda, 8 rooms, 330 pupils. **Edwin W. Broome Jr. High,** Rockville, 45 rooms (22 to open Sept. 5).

New additions: **Damascus,** 6 rooms, 180 pupils. **McDonald Knolls,** North Silver Spring, 6 rooms, 180 pupils. **Montgomery Knolls,** Silver Spring, extra rooms, library, 30 pupils. **New Hampshire,** Takoma Park, 4 rooms, 120 pupils. **Sherwood,** Sandy Spring, 5 rooms, 150 pupils. **Joseph Belt Junior High,** Wheaton, 6 rooms, 150 pupils. **Kensington Junior High,** Kensington, 3 of 17 rooms. **Sherwood High,** Sandy Spring, 6 of 16 rooms.

ALEXANDRIA

No new schools. Conversion of National Guard Unit Headquarters into **Prince St. School,** 16 rooms, 480 pupils.

FALLS CHURCH

No new construction.

ARLINGTON

(A renovation and five additions, 40 classrooms.)

Wilson School, 1601 Wilson blvd., will be overhauled. A multi-purpose room will be ready about Nov. 1.

Additions: **Jamestown,** 3700 N. Delaware st., 6 rooms, **Drew,** 2410 S. Lincoln st., 6 rooms. **Oakridge,** 1414 S. 24th st., 4 rooms. **Woodmont,** 2422 Fillmore st., and **Lee School,** 5722 Lee Highway, two classrooms each. **Kenmore Junior High,** 787 S. Carlyn Spring rd., 21 rooms.

Schools Now 71.2 Pct. Colored, Corning Notes

Dr. Hobart M. Corning, superintendent of the District public schools, yesterday announced that the public school population now in the city is 71.2 per cent colored and 28.8 per cent white.

Dr. Corning told a meeting of the National Conference of Christians and Jews, Washington Chapter, in the Hotel Shoreham this compared with the 1956 figures of 68 per cent colored and 32 per cent white.

The District public school superintendent noted the gradual change in the percentage of white and colored students since 1946. In that year, the figures were 56 per cent white and 44 per cent colored. Four years later, the two student groups were about evenly divided, he observed.

Despite the difficulties inherent in the desegregation of the schools here, Dr. Corning declared "we have been reasonably successful" since the 1954 Supreme Court decision.

The educator, who will retire in March from his post, was presented with a certificate from the National Conference of Christians and Jews "for outstanding leadership in promoting the cause of goodwill and understanding among all the people of our nation . . . helping to eliminate intergroup prejudices which disfigure and distort religious, business, social and political relations."

The presentation was made by Mrs. Henry Gratton Doyle, secretary of the conference's Washington Chapter and a former president of the District School Board.

Co-chairmen chosen for 1957-58 were Oscar L. Chapman, former Secretary of the Interior, Protestant; Al Philip Kane, Catholic, and Milton W. King, Jewish.

Mrs. Doyle was named secretary for the chapter and Lewis H Shapiro, treasurer.

District Commissioners Robert E. McLaughlin, David Karrick and Alvin C. Welling were introduced to the gathering.

Aaron Goldman, retiring co-chairman of the chapter, presided.

EXODUS IS INDICATED BY CAPITAL CENSUS

Population Decline Started With Integration

PAST CLAIMS REFUTED

From The Commercial Appeal Washington Bureau

WASHINGTON, Nov. 5.—Census Bureau estimates showed Tuesday the District of Columbia's population started declining after the School Board announced in May, 1954, that schools would be integrated.

The estimates tended to refute integrationist insistence that desegregation did not set off an

exodus of whites to nearby all-white Maryland and Virginia suburbs.

The Census Bureau estimates, as of July 1 of each year, showed the district's population climbed steadily from 810,000 in 1950, to 820,000 in 1951, to 822,000 in 1952, to 847,000 in 1953.

Then Came Slump

The School Board announced a few days after the Supreme Court's May 17, 1954, ruling that schools here would be integrated in September, 1954.

By July 1, 1954, the census estimates showed district population had slumped to 846,000. And then, as integration proceeded, it dropped to 839,000 on July 1, 1955, and finally to 831,000 on July 1, 1956, the latest estimate.

While the census estimates gave no racial breakdowns, official counts in the schools have revealed a sharp decline in the percentage of white pupils and a corresponding increase in Negro pupils since integration.

In 1953, the year before integration, whites comprised 43.3 per cent of the school enrollment, Negroes 56.7 per cent. Currently, whites comprise 28.8 per cent, Negroes 71.2 per cent.

White Enrollment Down

Total white enrollment has dropped from 44,897 pupils in 1953 to 32,003 this fall. Negro enrollment meanwhile has increased from 58,936 in 1953 to 79,111 this fall.

The census estimates showed that between July 1, 1950, and July 1, 1956, about 50,000 more people left the district than moved in. Most of the loss, the figures indicated, came after the school board's decision to integrate.

The census estimates contradicted estimates which have been issued from year to year by the Washington Board of Trade., which functions as the local Chamber of Commerce.

Figures issued by this organization of merchants and businessmen have indicated the district's population was increasing, rather than decreasing. It estimates present population at about 860,000.

79,111 Negroes Reported in D. C. Schools

By JOHN M. McKELWAY

Negro enrollment in the District public school system has now reached 79,111, or an increase of 5,388 more colored students than last year.

White enrollment, meanwhile, has decreased by 2,755 pupils for a total of 32,003.

These figures were revealed yesterday as School Supt. Hobart M. Corning released the system's annual racial count.

The survey showed that 71.2 per cent of the system is colored and 28.8 is white. The Negro proportion a year ago was 68 per cent.

Dr. Corning said the count reveals an "alarming change of balance" in the population of the school system. He added it is not in the best interest educationally for the system to become predominately of one race.

Continues 10-Year Trend

The change in the proportion of white and Negro pupils continues a trend that began about 10 years ago and has accelerated in the last several years. Still the school system seems to be exhibiting some holding power on white students. Last year there were 4,010 fewer white students.

Total enrollment has reached an all-time high, 111,114, compared to 108,481 last year.

More mixing of the white and Negro races is also evident throughout elementary, junior and senior high schools.

All senior high schools, except Spingarn, have students of both races. In some instances, of course, there is only a small number of Negro or white pupils. In several cases integration consists in the presence of a single pupil.

In the city's network of 23 junior high schools all but two are mixed racially.

Elementary Rundown

Among the 122 elementary schools, six are all white and 19 are all colored. Last year there were five additional elementary schools with students of only one race.

Another disclosure in the racial count was the total number of pupils assigned to special classes because of retardation in their work or other learning problems. The majority of these children are of low learning ability. But the special category includes other groups with sight, hearing or physical handicaps, and some children of normal ability but who are overage and in need of special acceleration.

In 1950 the public schools had 46,736 white pupils and 47,980 Negro pupils. That was the first year in which Negro school children were in the majority. In the fall of 1953 the white total was about 45,000. In the fall of 1954 it was about 41,000. And in 1955 about 68,877.

The Negro proportion of the city's total population is not in any way similar to the public school ratio. The present Negro total of all ages has been unofficially estimated by research experts at roughly 45 per cent.

Capital Population Drops As Negro Students Increase

BY GENE WORTSMAN
Post Staff Correspondent

WASHINGTON, Nov. 6.—While the number of Negro children in Washington public schools increases, Washington's population has declined since the school integration year of 1954.

The U. S. Census Bureau, in an estimate, said there were 15,000 fewer Washington residents as of July 1, 1956, than in 1954.

In 1954, the population was 846,000.

In 1956, it was 831,000.

Whether integration can be blamed for the decline is not known.

During the same period, Negro school enrollment climbed from 56.7 per cent of the total enrollment to 71.2 per cent.

Census Bureau figures contradict reports from integrationists who have said school integration isn't creating a smaller Washington.

Bureau figures also are different from estimates of the Washington Board of Trade which, with one exception, has claimed the district is growing larger, not smaller, each year.

The Census Bureau put Washington's population in 1950 at 810,000 and estimated for the following years figures of 820,000 in 1951; 822,000 in 1952 and 847,000 in 1953.

On May 17, 1954, the U. S. Supreme Court outlawed segregated schools.

As of July 1, 1954, the Census Bureau showed the first population decline, amounting to 1000 persons as the district's residents were estimated to total 846,000.

For July 1, 1955, there were 7000 fewer persons in the district and by July 1, 1956, the population was down another 8000.

So the decreasing trend, whether caused by integration, coincided with it nevertheless.

The board of trade began operations in 1954 and its first figure, for July 1 that year, was 845,000.

For Jan. 1, 1956, the board made its only estimate showing a smaller population when it figured 840,000 persons in the district.

It has estimated, as of Jan. 1, 1957, that there were 855,000 residents here, but is boosting that estimate to 860,000.

The district's decline cannot be blamed on the military.

Census Bureau figures show the number of service people who live in the district has remained fairly constant at between 22,000 and 23,000 since 1951.

The population change has resulted from a moving civilian populace.

Washington area suburbs, in Virginia and Maryland, are reported growing so rapidly that some communities find it difficult to build enough schools.

Another indication that integration could be behind the exodus is that the district had its biggest growth since 1950 recorded for July 1, 1953.

The population grew by 25,000 that year, according to the Census Bureau.

The very next year, with the Supreme Court ruling coming also, the moving out began.

State told Afro-American Sat. 7-27-57 to mix all its schools

Baltimore Md.

WILMINGTON, Del. — Chief U.S. District Judge Paul Leahy Monday ordered that all Delaware public schools be desegregated by this fall.

Judge Leahy also placed the responsibility for the change squarely in the lap of the State Board of Education and demanded that the plan for desegregation be submitted to him within 60 days of the date of this order.

The opinion climaxed the case filed by Louis Redding, attorney, on May 2, 1956, against eight school districts which segregated against colored children in defiance of the Supreme Court's ruling that segregation was unconstitutional.

* * *

THE SCHOOL district defendants were cut to seven when the Christian School District put its own school desegregation plan into effect.

The other defendant school boards were Clayton District No. 119, Milford Special District, Greenwood, Laurel, Seaford, Milton and John M. Clayton No. 97, which serves Frankford and Dagsboro.

* * *

THE ATTORNEY general's office, representing the state board and Dr. Miller, state superintendent, replied to this that the responsibility for a plan rested with the individual boards.

A number of the boards' members themselves, however, replied that the area "below Dover" must be considered a single community in anything like this and the responsibility should rest with some agency like the state board.

At a hearing last week on the motions which led to Monday's opinion, Judge Leahy referred to the "cat and mouse game," between the sides, an apparent reference to the attempts between the state board and the individual boards to place the responsibility on the other.

* * *

"CLEARLY," SAID Judge Leahy Monday, "it is best in the abstract, to permit local conditions to be handled in the first instance by local boards for integration, as commanded by the Supreme Court of the United States. But, it is also recognized that joint and not independent action is called for by all parties concerned."

With that he placed the burden of the plan on the state board.

The opinion, of course, dates from the mandate of the U.S. Supreme Court of 1954 outlawing school segregation.

Mr. Redding was attorney for the plaintiffs—58 of them in the original suits.

* * *

THE SWEEPING decision, one of the most far reaching in the history of the state, affects nearly all classes in Kent and Sussex Counties, or about 83 of the 118 colored and white school districts.

In addition to the firm desegregation order, the state board was ordered to send a copy of its desegregation plan "to each member of the school board in all public school districts of the State of Delaware which heretofore have not admitted pupils under a plan of desegregation" 15 days before it is submitted to the court.

The judge's orders also made it mandatory that the state board also attach a copy of his opinion and order to the desegregation plan copy.

Members of the State board were to have met last night (Thursday) to take up the matter.

* * *

COMMENTING on the opinion Dr. Miller said: "There was some indication that an order of this kind was expected, but probably not quite so far reaching."

Dr. George Kent, president of the Central Delaware Branch of the NAACP, said: "I imagine the people will make the proper adjustment to it (the uniform desegregation order), and that there is enough of a democratic spirit to carry it through."

He added that the uniform court order affecting all schools answers the question of the few who charged they were being picked on in being singled out for legal action.

All in all, everyone asked to comment on the decision seemed to be of the opinion that the uniform application was the most acceptable.

Delaware Schools Given Order To Desegregate

Daily World Fri. 7-19-57

Atlanta Ga.

WILMINGTON, Del. — Fourteen months of legal procedures initiated by parents of Negro students seeking admittance to all-white schools resulted in an order Monday which directed that all schools in Delaware be desegregated by September.

The order was issued by Federal District Judge Paul Leahy to the State Board of Education which controls and supervises public schools.

Schools must be integrated by the beginning of the September term, the judge said. He also requested the state board to submit a plan for integration to him within 60 days. All local school boards are to have plans within 45 days.

DELAWARE IS QUIET

Times p. 32-M 9-7-57

Schools, Some Integrated, Open Without Disputes

Special to The New York Times.

WILMINGTON, Sept. 5—Schools opened throughout Delaware Thursday without integration troubles. The integration set-up remained the same as last year.

New York

Chief Judge Paul Leahy in United States District Court had ordered July 15 that all schools be integrated by the opening of the fall term. But this order was stayed when the State Board of Education appealed his decision to the Circuit Court of Appeals.

No further action on integration is expected here until the Circuit Court acts, and that decision may be appealed to the Supreme Court.

All schools in Wilmington are integrated, as are a large number in New Castle County. Dover, in Kent County, is partly integrated. No schools are integrated in the state's third county, Sussex.

Integration Gain Exceeds Hopes in Wilmington, Del.

City Accepts Racially Mixed Classes—Elementary Pupils Have Few Problems but Social Difficulties Arise Later

This is the first of several articles on the integration of Negro and white students and teachers in public schools in accordance with the Supreme Court's decision.

By BENJAMIN FINE

Special to The New York Times.

WILMINGTON, Del., May 7—The first-grade pupils, like 6-year-olds anywhere, were restless toward the end of a long school day. Spring was in the air.

"Let's play with the bells," their teacher, Mrs. Rosalia Shore, proposed. A shout came from the thirty youngsters, twenty of them white and ten Negro.

The bells were quickly distributed. "Twinkle, Twinkle Little Star," echoed through the room. A hand waved.

"Oh, Mrs. Shore, please," a little girl with pigtails begged, "Willy doesn't got a bell."

"You mean," the teacher corrected, "Willy doesn't have a bell. We'll give him one."

Soon Ella and Willy, sitting side by side, led the class in bell ringing. About fifteen minutes later, at dismissal time, they walked out, hand-in-hand.

This scene could not have taken place here three years ago. For Ella is Negro and Willy is white.

Integration on the elementary level began in Wilmington in the fall of 1954, following the Supreme Court decision outlawing "separate but equal" facilities. Two years ago it was extended to the junior high schools. Last September, the senior high schools were opened to all students, regardless of race.

Negro teachers are now assigned to classes on the same basis as white. Mixed classes are common. It is not unusual to find Negro teachers in predominantly white schools.

The community has accepted integration. No opposition is visible or vocal.

"Integration has succeeded beyond our fondest hopes," Dr. Ward I. Miller, Superintendent of Schools, said.

Much preparation went into the preliminary stages. The parents and citizens generally were kept informed of every move. When, in the fall of 1954, a Negro teacher was assigned to teach white children, the superintendent took many precautions to see that it would work.

Visited Each Home

The Negro teacher, together with her principal, visited the homes of each of the children assigned to her. In this way the parents became acquainted with the teacher. They also received permission to transfer their children to a class presided over by a white teacher if they wished. Few took up the offer.

Although parents have the privilege of having their children transferred to non-integrated classes, only twenty in the entire city were transferred this year.

"Not long ago," Dr. Miller said, "a group of parents came to see me. Their children had a Negro teacher. They wanted me to assign the teacher to the second grade, so that their youngsters could be with her for another year.

"'At first,' one of the parents said, 'we didn't like the idea of having a colored teacher. But she's wonderful. Our children are crazy about her.'

"'We'd rather have a good Negro teacher than a poor white one,' another mother said."

Children Practice Integration

What about the children? In the early grades they accept integration without question. They do not know the meaning of the word, but they certainly practice it.

The Negro and white pupils romp in the playground together. They take turns swinging the jump rope; it is not unusual to find a Negro child at one end, a white at the other. They share each other's sandwiches and cookies.

Mrs. Sherwood Closson, a second-grade teacher, has a class of nine Negro and twenty-three white pupils. A teacher for twenty years, Mrs. Closson was worried when she was assigned a mixed class a year ago. She was one of the first Negro teachers to go to a formerly all-white elementary school.

Now her worries are over. Her color no longer disturbs the white parents. And it certainly does not upset her pupils.

"We love Mrs. Closson," an 8-year-old white boy said. "I want to be a teacher, just like Mrs. Closson," a blue-eyed blonde asserted.

Loans Flute

Six children, four of them white, two Negro, presented a musical program.

"I forgot my flute," one of the boys whispered to his companion.

"Here, take mine," came the quick response.

One of the children was white, the other a Negro.

"I see children as a whole," Mrs. Closson commented. "I don't see them as white or colored. I just love all children."

Integration starts in kindergarten. Mrs. Hester Petty, a native of Rockville Centre, L. I., was the first Negro kindergarten teacher appointed. At first, her color upset some of the white parents. But that did not last long.

"They are most cooperative now," she said, a trace of pride in her voice. "I'm trying to do a good job with the children."

During the resting period in kindergarten, the children stretched out on blankets on the floor. They lay side by side, regardless of color.

They also played games together. "Candy, you and me are the mommies," a white child said to her Negro friend as they strutted uncertainly across the room in borrowed high-heeled shoes.

Problems Still Exist

As far as the children, the teachers and the parents are concerned, integration is working smoothly. But the administration recognizes that there are problems. Serious adjustments must still be made.

Prior to the Supreme Court ruling, the state's public schools had been segregated. Of the 65,315 pupils in the state, 17.5 per cent are Negroes. Of the 3,353 teachers, 458 are Negroes.

In Wilmington, 32 per cent of the 12,812 students are Negroes. The life-long attitude of the community had to be changed. Dr. Miller brought the community leaders together. He received support from the teachers. He got the parents to go along with him.

In less than three years a new way of life has taken hold in the city's public schools.

"I'm amazed and gratified at what has happened," James M. Rosbrow, president of the Delaware Congress of Parents and Teachers, stated. "We still have a long way to go, of course. But we are moving at more than deliberate speed."

Two major problems confront the schools: academic and social.

Lower Negro I. Q.'s

The average intelligence quotient (I. Q.) for the white pupils ranges from 105 to 108, for Negroes from 95 to 98.

This means, Dr. Miller explained, that the Negroes are about one grade below the whites.

How does a teacher compensate for this difference? In most classes the three-track teaching method is used. Children are divided into superior, average and low academic groups. In most of the early grades, the greatest proportion of Negro pupils is found in the lower two categories.

But, teachers hasten to add, academic standards in the classroom have not been lowered. In the first and second grades, many children get remedial instruction to keep up with their class.

"It won't take long for the Negro child to catch up with the white one," Dr. Miller predicted. "We dont think it's a racial difference. Rather, the Negro children have had a different economic and cultural background."

Educators estimate that by the time that Negro children reach junior high, the educational differences will be narrowed, if not eliminated.

Extracurricular Groups

Extracurricular activities are open to all. Negroes are members of the athletic teams. They are on the student council. They are in the dramatic clubs and choral groups.

Crystal Burris, 10 years old, is vice president of the Leaders Council at the Gray Elementary School, where a majority of the 800 pupils are white.

Michael Jenkins, 17, a high school senior, is president of the senior council, the top student governing body. He defeated the three other candidates, two girls and a boy, even though he was the only Negro among the four candidates. His school has sixty-one Negroes out of an enrollment of about 1,100.

"I voted for Michael," a white girl explained, "because I thought he was the best person for the job."

A distinction creeps into their lives, though, on the social level. Few Negroes attend the high school dances. Ann Tate, a senior, explained her reactions about going to the school dances:

"I just don't feel comfortable on the dance floor."

The Negro children are less aware of social differences in the elementary or the junior grades.

"My son has attended several of the junior high dances," said Harry L. Gardner, president of a parent-teacher association, who is a Negro.

"He says he has a wonderful time. He doesn't dance with white girls, though."

Social Integration Feared

But many parents express fear at social integration.

"I don't want my boy to come away from school with a colored bride," a worried father said.

When do the children themselves discover color differences? In the early grades intermingling of white and Negro children is extensive. White elementary school pupils invite Negroes to their homes for a glass of milk and cookies or to work on a school project.

But there comes a time when this stops. Sometimes it is in the fifth or sixth grade. Or it might be a junior high school. By the time they get to senior

The New York Times (by Carl T. Gossett Jr.)

Students in the fifth grade at the George Gray Elementary School enjoy their work as well as their companionship.

Summary of Integration In the Delaware Schools

Following is a statistical summary of integration in Delaware, taken from figures of the Southern Education Reporting Service:

Enrollment in Public Schools	65,315
White	53,904
Negro	11,411
Enrollment in mixed public schools	21,018
White	17,770
Negro	3,248
Number of teachers	3,353
White	2,895
Negro	458

Wilmington Tries Integration—And Finds It Good

A water fountain turned into a home-made geyser at recess time can be a lot of fun, especially when shared with friends, as boys at Charles B. Lore Elementary School prove.

There is no room for bias in this happy camaraderie.

high, the social separation appears decisive.

Eleven-year-old Viola became friendly with her white classmate Janet. Everything went well until Janet wanted Viola to come for dinner.

"Sorry," Janet's mother said. "I'd love to have Viola visit with you. But what would our neighbors say?"

Sometimes the drift apart begins at an even earlier age.

Nine-year-old Larry became a close friend of Kenney, son of a prominent Negro. They went fishing and hiking together. Larry approached his father:

"Dad, Kenney is in the Cub Scouts. I want to join his pack."

The father answered swiftly and sternly:

"No, Larry, you can't. I don't want you to join a club with Negroes in it."

Larry cried. He refused to join the Scouts in another part of the city. He stopped seeing Kenney. Larry has now become a problem child. He has gotten into several scrapes in the last month. His teachers are afraid he is on the way toward becoming a delinquent.

"What has happened to my boy?" Larry's father asked. "He used to be such a nice boy. Now look at him. I just can't understand it at all."

The second article, which will appear on Wednesday, will discuss classroom reaction to integration in the third and fourth grades of the schools in Charleston, W. Va.

Newspaper Says Continued School Bias Rises In Cost

Daily World, Wed. 3-27-57
Atlanta, Ga.

WILMINGTON, Del. — (ANP) — A recent editorial in the Wilmington Journal suggested to the residents of Milford (Del), that a fact "worth thinking about" is that continued school segregation in Milford has impaired the sale of school bonds and therefore is costing the community $3,000 a year.

Last September, the Milford school bond issue "couldn't do better than four per cent -- with no bidders until very late," the editorials says.

"We inquired of the of the

"We inquired of the Farmer's Bank of Delaware," the statement continues. "This bank, as the fiscal agent of the state, is the place where all school district bonds are payable."

"And we were informed that a 'major factor' in the extra high rates was the general knowledge that these districts were being sued in the courts over their racial segregation policies. The financial condition in both cases was good. But the bond market is leery of bonds that purchasers might regard as under any kind of judicial cloud. Buyers of bonds always have to think of a time when they might want to sell them.

"So it is reasonable to assume, we were told, that the Milford rate on that issue might be one-half of one per cent higher in consequence of this cloud than it would have ben otherwise. We can estimate, acordingly, that the people of the Milford Special School District are going to have to find $3000 a year more in local taxes than if segregation were not in their picture. And that, we suggest, is something worth thinking about."

The editorial, "Costing Milford $3,000 a year," appeared in the March 3 edition of the Wilmington Journal.

Quality Of Instruction Stressed At Classroom Teacher's Meet

Independent Houston, Tex. Sat 3-30-57

NEWARK, DELAWARE — The National Education Association's largest and most powerful department, the Department of Classroom Teachers, closes its 14th National Conference here today with 300 delegates prepared to lead a nationwide movement for "a quality teacher in every classroom." The delegates, representing 560,00 classroom, teachers throughout the nation, have been meeting at the University of Delaware since July 7. Twenty- one Texans were in attendance.

The conference marked by a series of daily workshops and clinics, was designed to help teachers map out improved instructional programs and to a acquaint them with new services now available under the expanded program of the NEA Foremost among the new services are a stepped up legislative drive for federal aid for school construction, and an all-out campaign to "sell" American education to the public. Plans for a nation-wide teacher placement bureau and a national insurance plan were also discussed.

Among the educators and statesmen who addressed the group in general sessions were: Governor J Caleb Boggs of Delaware; John Lester Buford, past president of the National Education Association; John Archbold, president, National Union of Teachers, London. Egnland; Jseph Kaplan, chariman, U S Committee for the International Geophysical Year; Francis Keppel, dean, Graduate School of Education, Harvard University, and William G Hollister, National Institute of Mental Health.

Texans attending were: Mrs Mary Alexander, Palestine; Mr and Mrs Jennings Flahers, Amarillo Robert E Harwell, Abilene; Mr and Mrs Herman C Henderson, Houston; Miss Madalin Hunt, Haskell; Miss Nelda Jobe Wilson; Mrs Onita King, Lockhart; Kenneth T Marshall, Tyler; Miss Florence Maida Mercer, Austin; Vernon L Odom, Lubbock; Mrs Alice W Patterson, Austin; Mrs Lois Peeslar, Abilene, Mrs Hel H Russell, Dallas; Mrs Ruth Russel, Waco; Mr and Mrs Edward V Tapscott, Abilene; and Mrs Marjorie Trevillyan, Austin.

All Delaware Schools Ordered To Desegregate

Advocate Bal. 7-21-57
Jackson, Miss.

Washington, D. C. July 16 — The United States District Court here Monday ordered all Delaware public schools to de-segregate by the fall term.

Chief Justice Paul Leahy ruled that the State Board of Education must submit a plan for integrating the schools within sixty days.

The ruling came on a petition by parents of Negro children attempting to enter seven all-white schools. It includes the school at Milford, where violence was threatened when integration was attempted in 1955.

Monday's order ended some 14-months of litigation.

Although the case involved only seven schools the ruling covers the entire state.

Delaware desegregated

Afro-American (EDITORIAL) P. 12
Sat. 8-3-57

U.S. District Judge Paul Leahy of Wilmington doesn't take any foolishness.

He has ordered the state superintendent and the State Board of Education to submit to his court within 60 days a plan for the desegregation of pupils in all public schools of Delaware.
Baltimore, Md.

The court's order calls for integration to become effective in September of this year.

Further, Judge Leahy directed that the 54 colored plaintiffs also be admitted to schools nearest their homes without delay.

* * *

HE PERMANENTLY enjoined the state superintendent and the State Board of Education from refusing admission to children in public schools on the ground of race, color or ancestry.

And he refused to accept the state board's plea that it had to wait on local action of the 118 white and colored school districts in the state's three counties.

Judge Leahy said:

"The Supreme Court's mandate was first issued three years ago and its implementation order two years ago. Since that time no appreciable steps have been taken in the State of Delaware to effect full compliance with the law."

* * *

THE REASON Judge Leahy was impatient with the State Board of Education which has authority over all of the schools, was because it has permitted the various county boards to dally with integration by making studies instead of perfecting plans.

In Delaware, the court found that the State Board of Education was the responsible authority; that it had not assumed its responsibility

So he took the matter of desegregation in his own hands and acted promptly.

Instead of compelling the residents of each county and school district to file separate suits, the court has ruled on the entire state at the same time.

* * *

IN 13 of neighboring Maryland's 23 counties and Baltimore city, there is some degree of integration.

Some Maryland counties, like those in Delaware, have taken no steps at all to comply with the Supreme Court ruling.

If the courts in Maryland matched in courage and decisiveness those in Delaware, we could expect complete compliance long before the 1967 deadline which some Maryland authorities gingerly have set.

Abernethy Says School Bill 'Feverish'

Boston, Ala. Post-Herald 4-12-57 p. 39

WASHINGTON, April 11 (U.P.)—Rep. Thomas Abernethy (D., Miss.) said today the possibility of federal aid for school construction has been dimmed by four factors—segregation, fear of federal control, modern Republicanism and the economy wave.

Abernethy said President Eisenhower would undoubtedly "withhold funds from districts maintaining segregated schools," although the President has said an anti-segregation amendment has no place in the bill.

Regarding a statement by Mr. Eisenhower that the federal government would withdraw from the school program after initiating it, the Mississippi Congressman said "let us not be so blind. Federal bureaus . . . neither withdraw nor fade away. They grow and grow."

Abernethy also charged that "the new look of the Republican Party is driving more conservative Republicans away from their leadership."

"The (school) bill isn't dead," concluded Abernethy, "but it certainly has a high fever."

Our Opinions

Defender p. 10 Sat. 4-20-57

The Monitor And Aid To Education Bill

Chicago Ill.

The Federal School aid bill has drawn around it some strange assortment of dialectics that can scarcely be defended on the basis of objective and dispassionate consideration. The arguments for the bill as it stands are so inconsistent with the climate of desegregation opinion that it is difficult for us not to impugn their motives. Some support the bill out of sheer nostalgia for the WPA days of indiscriminate give-away programs; others see in it a superb clandestine opportunity to subvert the Supreme Court's desegregation order, and again there are those who believe perhaps with a degree of honesty that Federal assistance to the public schools in this so-called present emergency transcends all other considerations.

The Christian Science Monitor which is usually cautious, independent and sober in its examination of public questions, is, we regret to say, on the side of those who argue that the segregation issue is irrelevant and has no place in a legislation of this kind. We are loathed to believe that the learned editors of the Monitor have examined this question from the colored prisms of the segregationists who would use the Education bill as under-pinnings for their undemocratic mores. The editorial of April 6, leaves not a speck of doubt as to the Monitor's position on this serious matter. The arguments have been marshalled so as to make any insistence on an anti-segregation clause in the bill appear untenable and unreasonable.

The very logic of the situation makes it compulsory that we take issue with the editors of the Christian Science Monitor whose publication we have always admired and respected for its clear and unbiased interpretation of domestic as well as foreign issues. However, while the Monitor sees in the bill a grand opportunity to extend federal aid to public schools, we, on the other hand, see in it an opportunity to strengthen the Court's decision by denying federal awards to schools which refuse to obey the law. Without such a safeguard the bill amounts to a bland financing of public school segregation or segregation, period.

We cannot support integration in the North and feed segregation in the South at one and the same time. Those who are for the bill as it now stands must be honest enough to admit that they have no interest whatever in racial integration. To us desegregation is a much larger issue than unconditional Federal aid to education. For, in a free society, what ends could education serve if its principles are transgressed in order better to undermine the foundations of democracy? It is better that segregated schools be left to starve out of existence than to sack the fundamental rights that flow from equality of opportunities. We stand firm on this ground.

Board Opposes U. S. School Aid

Eastern Daily Herald Mon. 2-18-57

CHARLOTTESVILLE, Va., Feb. 17 (Special)—Citing a "financial nightmare" caused by $300 billion in Federal debt, the Albemarle County School Board has adopted a resolution declaring it is "completely and unalterably" opposed to any Federal aid for schools."

The resolution said it is a state function "to provide schools, to regulate them and to have complete jurisdiction." It asserted that there are many school problems "either caused by or aggravated by action of the Federal Government" which "would not be solved by Federal aid."

Rights Bill, School Aid Face Fight

Washington Post & Times Herald Sun. 4-28-57

Outlook in House Fair but Senate Chances Appear To Be Dimming

By Robert C. Albright
Staff Reporter

An amber light is flashing on two of the Administration's key legislative proposals as Congress returns from its Easter recess and heads down the last three-month lap to adjournment.

The two bills now in serious trouble, despite bipartisan pledges of support, are (1) the President's "right-to-vote" civil rights bill and (2) a five-year, $2 billion program of Federal aid for school construction.

Both bills, despite foul-ups and delays in committees, particularly in the case of civil rights legislation, are still on the agenda for floor action this session. Both have a fair chance of passage by the House. But the once bright prospect of Senate enactment this session appears growing increasingly dim.

Many Factors Blamed

The turnabout in the legislative outlook is attributed to many factors, not the least of which is the unexpectedly big ride the Southerners have been getting on their "trial by injunction" argument against Administration proposals to use civil suits and seek court orders to prevent violation of voting rights of Negroes in the South.

Recent disclosures in the Senate's labor-racketeering investigation have further complicated the legislative outlook. Opponents of the civil rights measure are believed certain to offer a "right to work" amendment as a rider on the "right to vote" bill.

The fate of the school aid bill is closely tied to what happens on civil rights. Prior passage of the civil rights measure has been considered essential, to free the school bill of sectional pressure. But further clouding the school bill outlook is the continuing hassle over the size of the President's budget.

Up to now, anyway, there has been no announced change, on either side of the aisle, in leadership plans to pass both bills. But some Northern Democrats are saying that in the face of their own Party's known split President Eisenhower will have to go to bat for both bills in his own Party in order to save them.

As Congress returns from its Easter vacation, there is a new air of stock-taking in both Parties, concerning the legislative outlook. An atmosphere of doubt has replaced the confidence of four months ago on many measures.

Sun. 4-28-57

One legislative insider put it this way: "Everybody's sitting back and looking at their hole cards. It's a breather, but nobody knows for how long. It could be Congress will do most of its legislating next session, in an election year."

Whatever happens, civil rights legislation won't be postponed until next session without a fight. Some Northern liberals say that if necessary they'll take the floor to hold Congress in session until action is taken.

The legislation has been stalled in committees for weeks on both sides of the Capitol. In the House, the bill is tied up in the traffic-directing Rules Committee. Rules Chairman Howard W. Smith (D-Va.), an all-out foe of the bill, finally assented to hearings after Congress returns Monday. Northern Democrats and Republicans together have the votes to bring the measure to the House floor, but it may take more time to break it out.

Across the Capitol, the bill has been in a similar six-weeks' stalemate in the Senate Judiciary Committee, captained by Sen. James O. Eastland (D-Miss.), another last-ditch opponent. Eastland has agreed to start "considering" Committee

amendments to the bill starting Monday. No one knows when, or if, the bill will come out of Committee, even though Northern Democrat and Republican members have a plain Committee majority.

A note of warning to Southern Democrats was sounded by Sen. Paul Douglas (D-Ill.) in a brief filed with the Senate just before the chamber took off on its Easter recess. Douglas told the Southerners that by attacking such "reasonable" measures as proposed Federal authority to sue civil rights violators in Federal court they may be doing the South "a great disservice."

"By attempting to defeat cautious remedial measures, they (civil rights opponents) are inviting a state of affairs which may require far more stringent Federal action," cautioned the Douglas brief.

"If more stringent remedies be required, there is no lack of Federal power to take far more stringent steps to guarantee the fundamental right to the franchise, than those contemplated by the pending measure."

Douglas suggested, for example, that there is ample Constitutional authority for reducing the House representation of states which deny Negroes the franchise, or even for the Federal Government to assume control and regulation of Federal elections in areas in which it is necessary to insure the right to vote. He suggested also that the President has had since 1785 full power to use military force to execute the laws "where wholesale resistance is encountered."

"We do not believe that anyone would wish to employe such stringent legislation," the Douglas brief concluded. "The present cautious remedial measure is far to be preferred."

U.S. School Aid Effective Now

Post + Times Herald P. 4-b
Sat. 4-6-57 Washington D.C.

A Federal school aid program almost as big as the one President Eisenhower wants is operating already.

A Congressional Quarterly survey shows that Congress has appropriated $1.2 billion in the last six years $200 million a year for construction and operation of schools in so-called Federally impacted areas. Mr. Eisenhower's proposal calls for $1.3 billion over four years ($325 million a year) for school construction alone.

The President's plan would be spread over the whole country. The "impacted areas" program aids only those areas with large Federal installations which cannot take care of school needs.

The Washington area suburbs, but not the District of Columbia, have been classified as "impacted areas." They received a total of $41 million over the 6-year period for construction and operation.

The results in 6 years under the "impacted area" program:

- For the U. S., $567 million in Federal funds has built 26,067 classrooms housing 761,541 children. Another $350 million was spent to operate and maintain them. The rest of the $1.2 billion Congress has appropriated is to be alloted by June, 1958.
- For Virginia, $44,040,621 built 1687 classrooms housing 47,455 students. Virginia got $27,860,912 to operate and maintain them. Virginia's total grant of $71,901,533 was the highest in the Nation, excepting California, which got $156,003,180.
- For Maryland, $31,701,526 built 974 classrooms for 26,345 children. Maryland got $10,404,017 to maintain them.

A HEW spokesman said that the amount spent under the program runs to roughly 5 per cent of the total amount spent nationally for building and operating schools.

Here is what nearby jurisdictions got under the impacted areas plan during fiscal 1951-56:

	Construction	Operation
Fairfax	$7,415,404	$3,791,751
Arlington	4,852,454	3,544,799
Falls Church	496,320	243,025
Alexandria	497,980	1,134,752
Montgomery	7,506,695	2,326,230
Prince Georges	7,246,802	2,145,356
Total	$27,997,655	$13,185,913

House Group Rejects Curbs On School Aid

Post + Times Herald Washington D.C.
Tues. 5-7-57

Move to Deny Funds In Case of Segregation Voted Down 16 to 10

Associated Press

The House Education Committee yesterday turned down a move to put an antisegregation amendment into the Federal school construction bill.

Rep. James Roosevelt (D-Calif.) reported the closed-session vote was 16-10 against the amendment. It was offered by Rep. Stuyvesant Wainwright (R-N. Y.) with backing from Roosevelt and Rep. Roy W. Wier (D-Minn.).

The amendment, similar to one proposed by Rep. Adam C. Powell (D-N. Y.), would have barred Federal funds under the bill from going to school districts not obeying the Supreme Court mandate against public school segregation of white and Negro pupils.

Antisegregationists now plan to offer the amendment again when the bill comes to the House floor. A similar move by Powell succeeded on the floor last year, and the measure was defeated.

Powell said in a statement issued by his office that he was deliberately staying away from the committee sessions until the antisegregation amendment was disposed of.

The New York Negro Congressman said he had absenting himself because he did not want to support "the Powell amendment" before the bill got to the House floor. Adoption of the rider in committee, he said, could cause the bill to be killed in that committee or by the Rules Committee and "I want Federal aid to school construction."

The House group has already given tentative approval to main provisions of the measure to set up a $2 billion, five-year Federal aid program to help build classrooms.

As it now stands the legislation is a comprose between versions pushed by President Eisenhower and by Democrats. It would distribute $400 million a year for public school building, half according to need and half according to the number of school age children in a state.

Antisegregation Rider Is Beaten

Courier-Journal P. 2
Louisville Ky

School-Aid-Bill Amendment Loses In Committee, but Floor Fight Set

Tues. 5-7-57

Washington, May 6 (AP)—The House Education Committee today turned down a move to put an antisegregation amendment into the big federal school-construction bill.

Representative Roosevelt (D., Cal.) reported the closed-session vote was 16 to 10 against the amendment. It was offered by Representative Wainwright (R., N. Y.) with backing from Roosevelt and Representative Wier (D., Minn.).

The amendment, similar to one proposed by Representative Powell (D., N. Y.), would have barred federal funds under the bill from going to school districts not obeying the Supreme Court mandate against public-school segregation of white and Negro pupils.

Powell Avoids Sessions

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'I Want Federal Aid'

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The House group has already given tentative approval to main provisions of the measure to set up a two-billion-dollar, five-year federal-aid program to help build classrooms.

As it now stands the legislation is a compromise between versions pushed by President Eisenhower and by Democrats. It would distribute $400,000,000 a year for public-school building, half according to need and half according to the number of school-age children in a state.

'Won't Defeat Measure'

Eisenhower and some other proponents of school aid have said an antisegregation provision has no place in this measure.

Wainwright denied he had any intent to hurt the bill's chances of passage when he offered his amendment. Also, Roosevelt said an antisegregation proviso "won't defeat the measure" because he said "those who are against it are against it anyhow."

House Unit's School Bill About Ready

Post + Times Herald P. 1
Mon. 3-18-57 Washington D.C.

United Press

Rep. Cleveland M. Bailey (D-W. Va.) predicted today that his House Education Subcommittee will approve a multi-billion-dollar school construction program this week.

But there were growing indications that the measure, killed by a financing and antisegregation fight last year, would fall victim to the budget-cutting drive this year.

The Administration has passed the word that President Eisenhower will not back down on the high priority he gave his four-year, $1.3 billion program to help states build the 159,000 classrooms he said were urgently needed.

Key House members were saying privately, however, that they wanted no new programs at a time when efforts were being made to curtail Federal spending.

Meanwhile, Eric Johnston, a former president of the United States Chamber of Commerce, disputed the organization's current claim that Federal aid for school construction is not needed.

Johnston, now president of the Motion Picture Association of America, wrote Bailey that he was "disturbed and astonished at the short-sightedness and lack of understanding of this program by some of my business colleagues."

Federal Aid for Schools

President Eisenhower is placing special stress upon the importance of his administration's proposals for Federal aid in building more schools. On three consecutive days he has spoken in support of his project, which was defeated in the last Congress, to create more classrooms in areas where state and local governments are unable to cope with the problem of increasing classes. And in his latest speech, before the National Education Association, he emphasized that education is vital to national security.

Much has been written about the expansion of scientific education in the Soviet Union, and the comparative lag in this field in the United States. As the President told the N. E. A., "modern weapons must be manned by highly educated personnel if they are to be effective, and the energy of the atom can only be understood and developed by the most highly trained minds in the country." But if there are no classrooms in which to teach the scientists of the future, if present facilities are so limited that many students get only a half day's schooling because of the necessity for double shifts, how effective will the educational process be for the present generation of elementary and high school pupils?

A House Education subcommittee has just approved a $2 billion program to help build public schools over the next five years. It is a compromise between the Administration program and the Democratic counter proposals. The Eisenhower plan was to allocate funds on the basis of need—giving poorer states more per child than the richer states. The Democratic plan was to distribute the funds to states on the basis of their school-age population. The compromise provides that half of each year's appropriation will be based on school-age population, half on the basis of need. Ironically enough, the only subcommittee member who voted against the bill was Rep. Ralph Gwinn, of Bronxville, who made a great point of his support of Administration legislation when challenged by a pro-Eisenhower candidate in last year's primary.

As the President said, schools are more important than our Nike batteries, our radar warning nets, or the energy from the atom. The bugaboo of Federal control of education through aid to schools has already been effectively laid with his statement that "after the bricks are laid and the mortar is dried, the Federal mission will be completed." There should be no further delay in passing this bill which is essential to the welfare of the younger generations now entering school.

Powell Amendment Opposition Is Certain

Federal School Aid Status

It Will Take A Miracle To Pass A Bill Now—The Opposition Has Increased

BY JAMES FREE

Washington Correspondent
The Birmingham News

WASHINGTON

ONLY A MIRACLE can save the proposed federal aid to education bill from defeat in the Congress this year.

There are some who say that President Eisenhower could rescue the bill, if he tried hard enough. That is, if he made a personal and active effort to line up Republicans against the Powell amendment to the bill and for final passage.

We doubt it. We doubt if he will make the positive effort to begin with. For the school aid proposal is one that he used to be opposed to and something that he does not appear very enthusiastic about even now. We doubt, too, that a concerted White House campaign could build up GOP sentiment or support for the school aid program at this late date.

Newspaper readers should not be misled by the fact that the House Education and Labor Committee has turned down the Powell amendment by a 10-to-6 vote. (The amendment by Rep. Adam Clayton Powell (D., N. Y.) would bar school funds from states operating segregated schools). This same committee rejected the same amendment by about the same margin last year, yet the House put the Powell amendment in the bill. And then killed the amended bill.

There is every indication that the same thing will happen again this year.

FOR ONE THING, Northern Democrats and Republicans generally are under more pressure to pass some kind of civil rights legislation than they have been for several years. If the Powell amendment is offered on the floor—and the New York Negro says he will do this—it would be most difficult for most non-Southern legislators to vote against it.

Then, of course, once the Powell amendment is passed, virtually all Southern members will vote against final passage. We started to say they would be "forced" to vote against final passage, but the truth is that a lot of Southerners will be happy to have an excuse like the Powell amendment for opposing final passage.

In recent years there has been a strong build-up of conservative opposition against the school-aid bill. This applies to the whole country, but particularly to the South.

Only a few years ago, nearly all members of Congress from the South were ardent backers of federal aid to education. They knew that the South would benefit most from such a program, since its public schools are well under the national average on expenditure per pupil for capital costs and for operating costs.

But now many state delegations from the South are either split on the issue or pretty solidly against school aid. For example, if the House votes this year on a school-aid bill without the Powell amendment (and we don't think this will happen), the Alabama House delegation would certainly be split and the Mississippi House delegation would be overwhelmingly against the bill.

Why this great change in five or six years? A common explanation is that the integration issue has come up and that it accounts for the change. That's part of the picture.

Others say the big question is federal control that would be involved in any large federal-aid program. Again that's only a slice of the explanation.

It is evident to one who has followed this legislation for the past few years that the conservative wings of both parties have enlisted much opposition to school aid on the basis of economy. This is particularly so this year when a vigorous cut-the-budget breeze is blowing at a speed that could reach gale force on something like school aid.

School Aid's Unpopular Subject In The Congress

THE CLIMATE on school aid has so changed over the past three or four years that nearly all of its outspoken advocates today are "liberals," and "liberals" with a touch of courage. For school aid, believe it or not, is an unpopular cause in Congress today. And this applies to school aid without the Powell amendment as well as to school aid with the Powell amendment.

When the school aid bill loses, relatively low income states like Alabama and Mississippi are the heavy losers. For under the $300 million a year grant program over five years, as approved by the House Education Committee, Alabama would get about $8.9 million a year, and Mississippi would get about $6.5 million a year. This is much more tha nthe program would cost residents of the two states in federal taxes.

Just now the outlook is for the school-aid bill to pass the House with the Powell amendment incorporated. And it will be put on the shelf in the Senate by Lister Hill (D., Ala.), unincorporated. Hill is chairman of the Senate Labor and Public Welfare Committee, to which the bill would be referred.

racially segregated schools for the same reason advanced by supporters in the Education Committee.

Some of the committee members who voted for the Powell amendment on the House floor last year, he said, had voted against it in committee.

"Their reason as given to me last year is valid again this year," he said, "and that reason was and is:

* * *

"IF THE Powell amendment is attached to the bill in committee, there is a possibility that forces might work to bottle the bill up in the committee and, if these forces do not prevail, then when the bill goes before the Rules Committee, it most definitely will meet with a roadblock there."

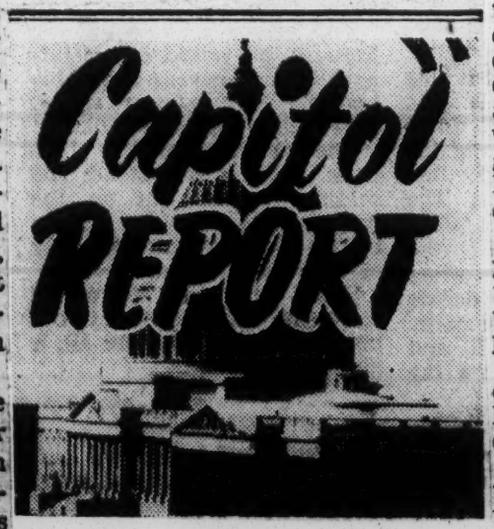
Mr. Powell said some members had told him they would vote against the Powell amendment in the Education Committee "but will most definitely vote for it on the floor."

He favors federal aid to school construction, Mr. Powell said, but if the Powell amendment had been adopted in committee there was every possibility that the school aid bill will not get out of the House Rules Committee, or the Education Committee.

* * *

MR. POWELL said he could not ask members of the Education Committee to offer anti-segregation amendments, but hoped that none would do so.

"I am not going to vote for federal aid to school construction in the committee," the Harlem Congressman said, "but I most definitely will help to shape the bill and on final passage in committee I will vote 'present.'"



School bill voted down

WASHINGTON (NNPA) — The House Education Committee Monday rejected an amendment to the federal aid to school construction bill which would deny fund to school districts not complying with the Supreme Court school decision.

Rep. James Roosevelt (Dem., Cal.) said the amendment was rejected 16-10. Rep. A. Clayton Powell, (Dem., N.Y.) deliberately stayed away from the committee meeting.

The amendment was offered by Rep. Stuyvesant Wainwright, (Rep., N.Y.) and was supported by Mr. Roosevelt and Rep. Roy Wier, (Dem., Minn.) against Mr. Powell's wishes.

* * *

MR. POWELL said he stayed away from the meeting because he did not want to offer his amendment to deny funds to school districts which have

Compromise School Bill Backed by Ike

Post + Times Herald
Fri. 5-24-57 United

President Eisenhower sent word to Congress yesterday that a "compromise" $1.5 billion Federal school construction program had his "full support."

It was the first public indication of Mr. Eisenhower's attitude toward the compromise, which was worked out by liberal Democrats and Eisenhower Republicans.

The President originally requested a four-year $1.3 billion program while Democrats favored a six-year $3.6 billion plan. Compromisers settled on $300 million a year for five years to help states build schools.

They also drafted a compromise formula for dividing the money among the states—one of the issues which contributed to the defeat of similar legislation last year.

Mr. Eisenhower announced his position on the compromise bill to Rep. Samuel K. McConnell Jr. (Pa.), ranking Republican on the House Education and Labor Committee, who visited the White House to report on his own investigation of the classroom shortage.

McConnell told the United Press the President assured him that "You will have my full supoprt. I believe something must be done."

The compromise bill has been approved by the House Education and Labor Committee and is now awaiting Rules Committee clearance to go to the House floor.

The measure has been given only a slight chance of passing the House. It faces almost certain opposition on the floor from foes of any Government aid to schools and a fight over the school integration issue is virtually assured.

'With Unexpected Harmony'

Post + Times Herald
Fri. 5-3-57 Washington D. C. P. 1

House Group Tentatively Approves $2 Billion U.S. School Construction

Jeanne Rogers
Staff Reporter

The full House Education and Labor Committee "with unexpected harmony" tentatively agreed yesterday to approve a 5-year, $2 billion Federal school construction program.

Chairman Graham A. Barden (D-N.C.) made this announcement during the group's second day of work on the controversial measure behind closed doors.

Barden expressed surprise at the "harmony" among committee members who on Wednesday quarreled over charges that there had been attempts to "stall" progress of the legislation to the House floor.

The committee yesterday also agreed on a compromise formula for distribution to the states the Federal grants promised by the bill at the rate of $400,000,000 a year.

Under the proposed allotment $200 million or half would be given to the states on the basis of their school population. The other half would be distributed according to a formula relating the state's income to the number of its students.

The manner of distribution was among the factors that led to defeat of previous Federal school aid bills.

Under President Eisenhower's plan poor States would have put up one dollar for every three Federal dollars, while wealthy States would have put up three dollars to get one.

The compromise formula sets a maximum ratio of Federal-State matching at two to one.

Barden said his committee will meet again today on less controversial features of the bill. These include a provision requiring States to submit their building plans to the United States Education Commissioner. Some Southerners fear this would lead to Federal contro' of the school districts.

The committee did not discuss yesterday the issue of denying Federal money to segregated schools. No proviso dealing with segregation is contained in the bill.

However, Reps. Adam C. Powell (D-N. Y.) has said he will offer such an amendment on the floor. A similar Powell amendment killed the school bill in the House last year.

Barden pointed out that all sections of the bill tentatively approved are subject to a final vote by the committee.

Federal Aid 'Screening' Bill Readied

Post-Herald
Tues. 5-21-57
Birmingham, Ala.

Creates Board To Pass On U. S. Allocations

MONTGOMERY, May 20 (U.P.)—A bill proposing the creation of an agency empowered to turn down federal aid which would be allocated on a non-discriminatory basis only was prepared today for introduction in the Alabama Legislature, possibly tomorrow.

The bill does not mention race. But its sponsor, Sen. Sam Englehardt of Macon County, said it was designed to "make sure that federal money coming into Alabama has no strings attached."

The bill would set up a "board of review" composed of three state officers—the state auditor, treasurer and superintendent of education.

All state departments, county and city governing agencies would have to make their requests for federal aid through the three-man board.

The board would be authorized to "approve or disapprove each proposed application by the state or any county, city, or town for federal financial assistance."

It could reject applications "in any case where such application is not in keeping with the best interests of the state and the people or is detrimental to such interest or is contrary to the established policy of the state."

Folsom Lashes School Aid Critics

Post-Times Herald
Washington, D.C.
Wed. 5-22-57

ROCHESTER, N. Y., April 23 (AP)—Secretary of Welfare Marion Folsom labeled as "simply a phony" today the argument that Federal aid for classroom construction would mean Federal control of education.

Folsom said this is a "major fallacy" raised by some critics of the Administration's proposal for a 4-year program to provide $325 million annually in grants to the states to help build more schools.

He said opponents who contend that "the classroom shortage is a myth" have made misleading and inaccurate public statements. Reports from state school authorities, he said, show a shortage of about 159,000 classrooms.

Eisenhower In Plea for School Bill

Herald Tribune
Sat. 5-25-57
New York

WASHINGTON, May 24 (AP).—President Eisenhower has appealed to House Republican leaders to block, out of party loyalty, any attempt to attach an anti-segregation amendment to the proposed $1,500,000,000 school construction bill.

He sent the word to the House as the five-year, $300,000,000-a-year program faced a forthcoming fight in the House Rules Committee, and on the House floor.

The President has stated publicly that the segregation issue should not be enacted with the school construction program.

Rep. Adam Clayton Powell, D., N. Y., has said he will reintroduce an amendment to deny Federal funds to states with segregated schools—a move which helped kill school legislation last year.

Mr. Eisenhower's decision on the segregation issue became known today on the heels of his first official revelation that he fully supports the compromise school construction bill worked out by liberal Democrats and Eisenhower Republicans on the Labor Committee.

Sore Disappointment

Afro-American
Baltimore, Md.
Tues. 5-28-57 P. 4

One of the sore disappointments to us in the impending fight for Federal aid to school construction, is the inability of so many of our friends to understand the problem.

The Supreme Court has declared that segregation in public schools is unlawful That decision applies with equal force to all states.

To us it appears altogether improper for the Congress to pass laws appropriating money for any school district which refuses to obey the law.

We feel, and strongly, that the Congress as well as the President should give full support to the law as interpreted by the Supreme Court.

And, as a matter of right, Rep. A. Clayton Powell's amendment to withhold Federal funds from any school district which does not integrate, is sound, proper and reasonable.

Mrs. Eleanor Roosevelt, obviously confused, does not agree.

When she criticizes the Powell amendment merely because Mr. Powell supported President Eisenhower in the last election. she does us and herself a disservice.

We expect opposition and criticism from the backward Southern states because many of their officials have never conceded that we are citizens, but we do not expect opposition from once staunch friends like Mrs. Roosevelt.

Both Democrats and Republicans have pledged in their platforms to support the Supreme Court's school decision.

Mr. Powell's amendment does just that.

Mrs. Roosevelt's criticism does not.

14d(1) 1957 FEDERAL AID

Ike Asks $2 Billion for Schools, Tries To Avert Racial Tangle

Constitution p. 2 Atlanta, Ga.
Tues. 1-29-57 14d(1) Federal Aid

WASHINGTON, Jan. 28 (UP)—President Eisenhower today sent Congress a 2.2 billion dollar Federal School Aid program containing the same financing formula that contributed to its defeat last year.

He told the House and Senate in a special 2,000-word message that the program is necessary to wipe out the "most critical" shortage of classrooms that has developed since World War II.

Its main provision would be 1.3 billion dollars in grants to the states, handed out at the rate of $25 million dollars a year for four years under a complex distribution system.

HEED POPULATION

Mr. Eisenhower proposed that the program take into account a state's financial needs, as well as its school population, in allocating the funds.

This provision was scuttled last year by House Democrats who drafted a substitute bill basing the formula solely on population. The measure eventually was defeated in a controversy over the financing feature and an anti-segregation amendment.

Mr. Eisenhower sought to head off another integration fight this year by urging Congress to consider the program "on its own merits, uncomplicated by provisions dealing with the complex problems of integration."

EQUITABLE DISTRIBUTION

Defending his "need and effort" allocation formula, Mr. Eisenhower said any system "based solely on school age population would tend to concentrate federal aid in wealthy states most able to provide for their own needs."

Speaker Sam Rayburn (D-Tex) predicted the House will pass a school aid bill this year. But he said he hoped it would not include the President's allocation plan.

House Republican Leader Joseph W. Martin Jr. (Mass) said the President's aid plan would safeguard local control of the schools. He said it would deal with an "emergency" and "is not a permanent program of aid that will go on and on indefinitely."

Chairman Lister Hill (D-Ala) of the Senate Labor Committee said he planned to offer a bill which would provide larger grants than the president's program would provide.

Hill, whose group handles school legislation in the Senate, indicated he would wait to see what the House does before taking any action. He said the Senate had twice passed school aid bills whereas the House had not.

In addition to proposing 1.3 billion dollars in construction grants, the President asked Congress to provide:

750 million dollars over four years to buy bonds issued by local school districts that are unable to obtain "reasonable interest rates" in commercial channels. This eventually would be returned to the Treasury.

150 million dollars to help state agencies build schools which would be turned over to local school districts on a "lease-purchase" plan.

20 million dollars to help financing long-range state school planning programs.

During the first year of the program, the federal grants could be matched by either state or local funds. But after that, the matching funds would have to come solely from the state. This was aimed at forcing states to help support schools.

Mr. Eisenhower noted that "many states now make no contribution to school construction, and in some states which do contribute the amount is relatively small."

he proposed that the allocation be based on the number of school-age children in a state and the state's average income per school-age child.

This would mean that some of the poorer states, like Mississippi, would put up only 50 cents for each of federal aid while some of the richest states, like New York, would have to ante $2 for each federal dollar.

Any state which fell below the national average in the proportion of its income devoted to schools, or in dollar expenditures per pupil, would have its federal aid "reduced proportionately.

Ike's School Plan

Advertiser Montgomery, Ala.

THE President's $2 billion school aid program is in for some rough sledding.

Although Ike has warned against "provisions dealing with the complex problems of integration," Harlem Congressman Adam Clayton Powell says he will again insist on banning federal aid to states or communities where segregation is practiced.

Such a provision, coupled with the reluctance of congressmen from richer states to bear the burden of the poorer states, killed the Administration proposal last year.

Essentially the Administration's 1957 school aid plan is the same as last year's and the opposition to it is expected to be much the same. The major changes are that the total grants to the states would be increased by $50,000,000 (to $1.3 billion) and the program shortened from five to four years.

Other features are virtually unchanged: The President asks that the federal government be given authority to buy $750,000,000 in unmarketable school construction bonds, that $150,000,000 be appropriated to help support bonds floated by state school-financing agencies and, that $20,000,000 in grants be authorized to help states plan school construction programs.

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IN THE South the fear is that even if there is no Powell amendment this year, even if Congress disregards the integration issue entirely, future litigation or congressional action may establish the principle that the government's money cannot be spent on facilities which operate in violation of the U.S. Supreme Court.

With the richer Northern states, the opposition is from a quite different point of view. The President proposes, as last year, that the aid be based "on school-age population, relative financial ability to meet school needs and the total effort within the states to provide funds for public schools." The formula for matching of federal and state funds would be based on relative income per school-age child. Under this plan, some of the wealthiest states would have to pay $2 for every $1 they got back, while the poorest states would get $2 for every $1 put up.

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ALABAMA, for example, would get an annual allotment of $11,148,000 after putting up about half that—$5,573,000.

The first obstacle in the path of the Administration program is a bill sponsored by Rep. Augustine B. Kelley, Democrat of Pennsylvania. It calls for a six-year, $3.6 billion school construction program. Allotments would be based on relative school-age population. State funds would be matched on a dollar for dollar, per pupil basis.

The effects of the Kelley bill, as distinguished from the Administration plan, are obvious in the case of Texas and New York. Under the Administration plan, Texas would receive $19,800,000 a year—largest grant of any state. Under the Kelley bill it would rank fourth, with an annual grant of $32,900,000 (which it would have to match). New York, under the Kelley bill, would get the highest grant of any state—$49,200,000. But under the Administration bill it would rank third and get only $15,800,000.

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ALABAMA would get $13,453,000 under the Kelley bill or $2,305,000 more than under the Administration program. But, and here's the rub, under the Kelley plan we would have to match on a dollar for dollar basis, which would cost us many millions a year more than if the Ike plan prevails.

In 1956 the Kelley bill was debated and defeated in the House 194-224 after the Powell amendment was added.

Alabama's Senator Hill is apparently hoping that something similar will save him from handling the hot potato this year. Hill is chairman of the Senate Labor & Public Welfare Committee which handles school legislation. He

has indicated he will wait for House action before undertaking the controversial school issue. Against Hill's plans though are the intentions of Senate Republican Leader William F. Knowland who says the Senate may take the initiative this year.

If Powell is adamant in his decision to fight for the integration rider, Southern anti-votes added to the opposition of wealthy states and the general conviction that school matters are primarily for the states to solve, would almost certainly wreck the chances of both the Administration plan and the Kelley bill.

In the meantime the classroom shortage, currently estimated at 150,000, grows.

Our Schools Do Need All Aid They Can Get

The strange paradox of Georgia school leaders talking out of both sides of their mouths on the matter of federal aid to education does not erase the fact that the state was short 5,370 classrooms as of Jan. 1 of this year.

It does not eliminate the knowledge, either, that under present building programs this classroom shortage will be worse next year and the year after. The state indeed needs all the money it can get from whatever source possible merely to catch up with current needs.

What the educators are saying and what the Georgia delegation in Congress also is saying is that the state does not want federal aid if it also means federal control. They fear school integration and that federal aid will be contingent upon it. That is understandable.

But President Eisenhower's recommendations specifically requested that local autonomy be maintained and that the integration problem not be involved in federal aid. Surely Congress can accept this at face value, knowing full well that to drag the issue into the question will mean no federal school program.

The U.S. Office of Education reported last week that the nation has a shortage of 159,000 classrooms and an enrollment of 2,295,000 pupils more than present public school buildings can handle. Eighty thousand additional classrooms were needed this year merely to take care of excess enrollment while 79,000 were needed to replace unsatisfactory facilities.

Surely these 2,295,000 pupils deserve an even break. They provide ample enough argument against killing the school aid bill by involving it in the segregation question.

Powell Vows No School Bill Without Desegregation Clause

United Press

Rep. Adam Clayton Powell served notice yesterday that he will press his anti-segregation amendment to President Eisenhower's school aid bill despite warnings that it would kill the measure.

The New York Democrat, one of three Negro members of Congress, appeared before a House Education Subcommittee to urge adoption of the amendment, which helped scuttle school legislation last year.

The Subcommittee also heard a United States Chamber of Commerce spokesman oppose any Federal aid for school construction. Thomas A. Ballantine of Louisville, Ky., chairman of the Chamber's committee on education, disputed President Eisenhower's contention that there is a critical shortage of classrooms. On the contrary, he argued, there was a surplus of 14,000 classrooms.

Ballantine said a report by the United States Office of Education states 63,000 new classrooms were built in the year ending last fall. About 49,000 of these would have taken care of the report's estimated enrollment increase of one million, the Associated Press quoted Ballantine as saying.

Administration witnesses have testified that the Nation urgently needs 159,000 new classrooms.

Even granting that a national classroom shortage exists according to Administration figures, Ballantine commented that the deficit could be eliminated without Federal intervention on the basis of present state and local programs.

The Subcommittee is considering Mr. Eisenhower's $1.3 billion four-year school construction program along with a Democratic $3.6 billion six-year substitute and other proposals.

Powell, denying his amendment would kill the bill, said he would press for it on the House floor if the Subcommittee refused to add it to the bill. He said he would oppose any school legislation "unless there is some guarantee that Federal funds will not be used to perpetuate segregation."

Kennedy Urges U.S. School Aid

ATLANTIC CITY, N. J., Feb. 20 (INS)—Sen. John F. Kennedy (D-Mass.,) said today the Federal Government has an "unavoidable responsibility" this year "to enact a bold and imaginative program of Federal assistance to the states and local school districts for the construction of public schools."

The Senator emphasized the program must leave "all control over education itself, of course, in local hands."

He addressed a general session at the 88d annual convention of the American Association of School Administrators in Atlantic City.

The Senator added:

"But more and better classrooms are not enough. Even an increase in the number of teachers is not enough. Better trained better paid teachers, using better techniques and textbooks are necessary if we are to improve still further the education of our citizens for the responsibilities of citizenship, and that task is still largely one which is in your lap, not the Federal Government's."

Senator Kennedy said "there is considerable talk these days of the educational world's need for assistance from the political world. I am confident that assistance will be forthcoming."

But he also stressed "the assistance which the world of politics needs from the world of education" and added, "to that end I ask your thoughtful attention to the task of uniting our two worlds still further."

Kennedy noted that "today the implications of national policy necessarily make politicians of us all. Today, every citizen, regardless of his interest in politics, 'hold office'; every one of us is in a position of responsibility; and, in the final analysis, the kind of government we get depends upon how we fulfill those responsibilities."

The Senator discussed the kind of training necessary, in his opinion, to prepare young Aemricans for a more active and enlightened role in the political affairs of the Nation. He said:

"First . . . we need not an over-concentration upon civic and political affairs, but the development of a broad range of talents.

"Secondly . . . we need scholarship fitted for practical action, for something more than merely discussing political issues and deploring their solution . . ."

U.S. Rejected On School Aid By Georgia

WASHINGTON, Feb. 25 (AP) — Georgia sent word to Congress today the state wants no help from the federal government with school construction because it fears federal control of education.

Four officials connected with a 288 million dollar Georgia school construction program appeared today before a House education subcommittee considering legislation for federal aid to meet the country's need for an estimated 159,000 new classrooms.

George Whitman, Atlanta businessman, was asked by Rep. Bailey (D W. Va), chairman of the committee, whether Georgia would accept school funds from the federal government if the law omitted integration restrictions.

Whitman replied:

"We would like all the money we can get to educate our children whether it be for teachers' salaries, school buildings, transportation to and from school, textbooks or any other part of their education.

"The majority of the people in Georgia are not willing to take federal money if it means federal control of our schools.

"We feel if we took federal money it would mean federal control."

He also said he'd been advised the Georgia members of Congress would not give much, if any, support to federal aid school construction legislation even if integration is left out of it.

"Who controls the pocketbook, controls the operation" is the Georgia attitude, he added.

He said even if Congress wrote legislation Georgians could accept because of assurance it would not control schools there, the Georgians still would fear control by administrative act

He said the state has not forgotten "that federal highway funds were cut off because you didn't like the governor down there."

Whitman invited the committee "to come look at" new Georgia schools, which he described as "totally inadequate."

Whitman, chairman of the Georgia School Building Authority and of the State Board of Education, said 54 per cent of a 200 million dollar school construction program now underway in Georgia or under contract is for Negroes who make up one third of the Georgia population.

Asked by Bailey whether teachers trained in Georgia go to Florida and North Carolina because of higher salaries, he said the state does lose some teachers that way and does need more teachers.

Whitman said Georgia needs 19,801 classrooms of which 14,461 are underway.

Dr. Claude Purcell, assistant school superintendent; John Sims, director of the State School Building Authority; and Arthur Howell, authority counsel, also testified.

Civil Rights Federal Aid To Schools Tops President's Legislative Program To Be Presented To 85th Congress

Republican Congressional Leaders Get White House Briefing On Program

Washington, D. C., Dec. 31.—President Eisenhower Monday unveiled a 1957 legislative program based on his "modern Republicanism" and including proposals for Federal schol aid, civil rights and liberalized immigration laws.

The GOP program, which the President will submit to the Democratic-controlled 85th Congress, visualizes a continued balanced budget—this one of about 70 billion dollars—and no tax cuts.

Mr. Eisenhower and his top aides gave eight Republican Congressional leaders a preview of their new legislative proposals at a day-long briefing in the White House Cabient room.

The meeting dealt mainly with domestic problems facing the new Congress which convenes Thursday. Tuesday the President and his aides will discuss defense and foreign policy proposals with Congressional leaders of both parties.

More Details On Doctrine

This bi-partisan group was expected to hear a more detailed explanation of the new "Eisenhower doctrine" for the protection, by force if necessary, of the Mideast against Soviet aggression. The doctrine already has come under attack from some Democrats.

Presidential Press Secretary James C. Hagerty told newsmen the morning session was devoted to the budget, development of the atomic energy program, school construction, highways, civil rights, and proposed changes in the immigration laws.

In the afternoon, the conferees discussed farm policy, labor, aid to small business, water conservation and development, increased postal rates, veterans' housing, home rule for the District of Columbia, and proposals for lowering the voting age throughout the nation to 18 years.

Small Dept Payment

Mr. Hagerty said Treasury Secretary George M. Humphrey and Budget Director Percival Brundage briefed the Congressional leaders on the fiscal and tax aspects of the President's domestic program.

Mr. Hagerty said Marion B. Folsom, secretary of health, education and welfare, emphasized to the Republican law-makers the need for passage of the Administration's $250,000,000 program of Federal aid for school construction.

A Federal aid to education bill was defeated in the House last year because of a fight over segregation and financing methods.

Lewis Strauss, chairman of the Atomic Energy Commission briefed the Congressmen on his agency's plans for greater development of domestic and civilian uses of atomic power.

Mr. Hagerty said Mr. Strauss discussed particularly the advise ability of a Government-supported insurance program for civilian groups engaged in atomic research.

U. S. School Construction Aid Is Forecast in This Congress

By Richard L. Lyons
Staff Reporter

The stage is about set for a major effort to push a Federal aid for school construction bill through this Congress.

There still are wide differences between the Democratic and Republican approaches to the problem. But they are more differences of degree than principle, and there are signs a school aid bill may finally get through.

President Eisenhower, in his State of the Union message, asked Congress to give "high priority" to a school construction bill. He also asked lawmakers to steer clear of the explosive racial integration issue—as embodied in the Powell amendment—which helped kill last year's bill.

The President will spell out his school program in a special message to Congress in about two weeks. Administration spokesmen at the Capitol expect that, like last year's program, it will provide for about $1.25 billion in matching grants, but spread over four years instead of five.

Federal Underwriting

The President also is expected to ask again for provisions letting the Federal Government buy or underwrite school construction bond issues when school districts can't sell them at reasonable interest rates. Last year's Administration bill provided for Federal bond purchase, up to a total of $750 million during five years, when local bids were more than ½ of a percent above the going Government rate on its long-term loans.

The tight money market and other factors that have sent school bond rates soaring would make this provision more attractive to school boards this year. But it reportedly may also bring some restrictive change in the Administration's bond purchase program.

Democrats go along with the bond purchase and underwriting programs. But they want to give more dollars and under a different formula.

Rep. Augustino B. Kelley (D-Pa.), author of the school bill that died on the House floor last year, has filed a new one providing for $3.6 billion in grants over a 6-year period.

Kelley's bill permits Federal aid of up to half the cost of a school building. A state's share of the total grants would be based simply on its percentage of the number of school-age children in the Nation.

Last Year's Program

Last year's Administration bill would allocate grants to states under a formula that included the number of children plus state income per child and the amount the state was spending on education. Federal aid could range up to two thirds the cost of a school project.

Rep. Adam Clayton Powell (D-N. Y.) has forecast a new fight to withhold aid from states which have not integrated their schools. Powell, an Eisenhower supporter last fall, has filed a bill providing up to $6 billion in grants to states over six years—if they integrate.

But besides the President's plea, which is impressive compared to his silence until last year on large grants, there are these signs that a school bill may move:

- House Speaker Sam Rayburn told reporters he hoped school aid would be one of the first orders of House business. Kelley's bill was assigned the coveted number HR-1, a sign that House leaders have a warm feeling either for school aid or for Kelley.
- Sen. H. Alexander Smith (R-N.J.) said he thought the Senate, which took no action on schools last year, might act first this time. He thought it would be easier for the Senate to lick any proposed integration amendment.
- Both parties plugged hard for school aid in the campaign. This is not an election year, and the play to the back-home galleries on the race question may be toned down.

Rests With President

In the last analysis the question of whether Federal aid to build classrooms is to become a reality, probably rests with the President. A National Education Association spokesman said:

"If the White House wants a bill they will get it. But they'll have to work for it. The Democratic votes are pretty well set. You're going to have to change Republican votes to get a bill through."

The fight for Federal aid to help build classrooms has been growing since 1950, after a generation-long effort to get Federal aid for other aspects of education dissolved in a church-state donnybrook.

For two years the Eisenhower Administration's only action was to call a 1955 White House advisory conference. After the 1954 elections the President sent Congress a bill to buy or guarantee school bonds plus a $200 million grant program spread over three years. After the White House conference endorsed aid to school construction, he proposed the larger grant program last year, and included the District, which had been left out before.

When the school aid bill reached the House floor for the first time in history last session, it was killed after massive parliamentary confusion. The House voted the Powell amendment into the Kelley bill, killed part of the Kelley bill and the Powell amendment with it, voted the Powell amendment back in, refused to substitute the Administration bill, then killed the whole thing.

Democrats and Republicans blamed each other for the death of chool construction aid. A majority of Republicans voted for the Powell amendment, then against the bill. Their leaders said Republicans would have gone along if the bill distributed grants on the basis of need.

Ike calling for race-free school bill

WASHINGTON, Jan. 28—(AP)—President Eisenhower today called on Congress "to act quickly" in providing a four-year, $1,300,000,000 program of federal grants to help the states build new schools.

In a special message, Eisenhower asked that the measure "be enacted on its own merits, uncomplicated by provisions dealing with the complex problems of integration."

By that means he sought to forestall another such fight as the one in which last year's school aid bill bogged down.

At that time the White House proposed a $1,250,000,000, five-year plan. The House went up to $1,600,000,000 for four years accepted an amendment by Rep. Powell (D., N. Y.) barring aid to segregated schools, and then killed the whole bill. The Senate never acted.

THERE WAS EVERY indication, despite Eisenhower's plea, that the fight over racial integration—and perhaps over other issues—could be repeated.

The presidential message also called for $750 million in federal authorization to buy local school construction bonds when school districts cannot sell them at reasonable interest rates.

Eisenhower already had shown the outlines of this year's proposal in his State of the Union message.

By proposing that the school construction program be carried out in four years instead of five as recommended last year, Ei-

senhower honored an election campaign pledge. He had promised to try to make up for time lost because the measure was not enacted in 1956.

ONE SECTION of the administration proposal carried an additional $20 million to match state grants for the planning of state and local school building programs.

The total grant and lending authority therefore added up to $2,070,000,000 of federal aid.

Declaring that the shortage of classrooms is the "most critical" problem in education, Eisenhower said federal assistance is appropriate in view of the "temporary emergency" nature of the situation.

"With federal help the state and communities can provide the bricks and mortar for school buildings, and there will be no federal interference with local control of education," he promised.

EISENHOWER said that, as a basic principle on federal school aid, the funds should be allocated on the basis of a combination of factors including the school-age population of the state, the state's relative financial ability to meet its school needs, and the "total effort within the states to provide funds for public schools."

The president thus stood by his demand of a year ago that the funds be parceled out on the basis of the comparative financial need of the states, a proposal which aroused some strong opposition in Congress.

Legislators representing the larger states demanded an apportionment based on school population. On this point Eisenhower said:

"An allocation system based solely on school-age population would tend to concentrate federal aid in wealthy states most able to provide for their own needs.

"An allocation system which provides more assistance to states with the greatest financial need will help reduce the shortage more quickly and more effectively."

His message listed four other principles which he said must govern the legislation if it is to "serve the cause of education more effectively."

These were:

1. Recognition of the program as an emergency measure to catch up with a backlog of needs. Once the school room shortage is overcome, he said, the state and communities must meet future needs "with their own resources."

2. No infringement on "the American precept that responsibility for control of education rests with the states and communities."

3. Framing of the legislation so as to stimulate greater state and local efforts. Federal grants should be matched by state funds after the first year of the program, Eisenhower said, noting that many states contribute a relatively small amount.

4. Distribution of the grants within each state to give priority to local districts with the greatest needs and the least financial ability to meet the end.

IN ADDITION to the segregation fight, the House last year argued over whether the federal government should step into the school area, traditionally the responsibility of the states. Another argument developed over the formula for determining state shares.

Powell, a Negro, told reporters he would insist again this year that any school bill carry a provision to bar federal aid to school districts which maintain racial segregation.

Rep. McConnell (R., Pa.), who pushed the administration measure last year, said he would introduce a bill to carry out Eisenhower's plans.

"I expect a school construction bill to pass the House this year," McConnell told a reporter. "I don't know about the Senate."

House Speaker Sam Rayburn (D., Tex.) said he hoped to get the school bill up and disposed of early in this session.

MID-SOUTH TO SHARE IN EDUCATION GRANTS

Breakdown By States Listed In 'Ike' Program

From The Commercial Appeal Washington Bureau

WASHINGTON, Jan. 28.—Mid-South states would be eligible for the following annual Federal grants under the aid-to-education program proposed Monday by President Eisenhower:

Alabama, $11,148,000; Arkansas, $6,620,000; Kentucky, $8,917,000; Louisiana, 9,204,000; Missouri, $5,885,000; Mississippi, $7,772,000, and Tennessee, $10,144,000.

To qualify for the Federal grants, the Mid-South states would have to put up these matching funds:

Alabama, $5,573,000; Arkansas, $3,310,000; Kentucky, $4,458,000; Louisiana, $4,601,000; Missouri, $6,424,000; Mississippi, $3,885,000 and Tennessee, 5,[illegible]1,000.

Ike's School Aid Request To Get Warm Reception

United

President Eisenhower will ask Congress Monday to put up $1.3 billion in Federal funds to help the states build schools.

The House Labor Committee is expected to start work on the request at once. It almost certainly will vote soon to give the President not only what he wants, but more besides.

Rep. Cleveland M. Bailey (D-W. Va.), a key figure in last year's unsuccessful House battle for a similar school aid bill, predicted the committee this time will produce a bill both House and Senate will pass.

He believes the House this time will reject the anti-segregation amendment it tacked onto the bill last time before killing it in a flurry of controversy over the Supreme Court's racial integration ruling.

Many Republican members who last year voted for the anti-segregation clause—offered by Rep. Adam Clayton Powell Jr. (D-N. Y.)—are expected this time to go along with President Eisenhower's plea to sidetrack the race issue.

Mr. Eisenhower contends the need for school rooms is so urgent the integration issue should be considered separately.

In his promised school message Monday he will recommend a bill similar to the one he laid before Congress last year, but calling for a little faster outlay of a little more Federal money.

Last year the President asked for $1.25 billion to be spent over five years, on a matching basis calculated to give the bigger share ot the needier states. This time he wants $1.3 billion to be spent over four years, with the needs formula again included.

What the Labor Committee sent to the House last year was a $1.6 billion, 4-year bill with state funds to be matched uniformly on a per-pupil basis. This year Rep. Augustine B. Kelley (D-Pa.), sponsor of the defeated measure, has upped the ante to $3.6 billion, to be spent over six years. Again it would be passed out uniformly.

On past experience, the Labor Committee probably will approve something closer to Kelley's bill than Mr. Eisenhower's. Some of the preliminary jostling already has been done, looking to an improved position for the Committee's so-called liberal element.

Bailey likely will be named chairman of a Schools subcommittee. If so, he no doubt would work for short hearings and prompt action.

Powell, in maneuvering that marked the committee's organizational session this week, was out-voted 19 to 9 in a move that would have assured him chairmanship of some subcommittee. He probably will not even be a member o fthe sub committee on schools.

"we're facing a crisis in education and should meet the crisis where it's most acute."

Powell who supported the President in the last election, said: "Mr. Eisenhower's middle-of-the-road is to the left of Mr. Roosevelt's left-of-the-road."

The rest of Powell's testimony was devoted to his proposal to deny any federal funds to school districts that don't integrate white and Negro students in classrooms.

He said: "If those folks who are working so hard or this legislation would spend more time for the Eisenhower formula and less time against the Powell amendmnt, they'd have a bill that would become law."

However, Rep. Peter Freelinghuysen (R) N.J. said the Powell measure would be a "red flag to vitrually every member of the house" whether he is for or against federal school aid.

Board Of Education To Receive $67,351 Federal Funds

Senators Lister Hill and John Sparkman and Congressman Geo. Grant report that the Baldwin County Board of Education will receive $67,351 in Federal funds in 1957. This allotment was due to the fact that the government annually allocates funds to areas that are crowded on account of the influx of government workers and their families.

These funds will be used to provide maintenance and operation in Baldwin County schools.

Powell Calls Ike's School Plan 'Marxism'

WASHINGTON.— (INS) —Rep. Adam Clayton Powell (D) N.Y., describes President Eisenhower's formula for distributing federal aid to states for school construction as "pure marxism."

Nevertheless Powell told the House Education subcommittee that he favors the President's plan because "without it, the school construction bill won't pass the house."

Powell said Mr. Eisenhower's formula was a "to each according to his needs" proposal, but was the correct approach because

School Bill Cleared for House Action

Wash. Post & Times Herald 7-19-57
Fri, 7-19-57

The controversial $1.5 billion school construction bill, backed by the Administration, was cleared yesterday for House action next week.

The measure, originally introduced by Rep. Kelly (D-Pa.), faces diminishing support this year and added difficulties in an economy-minded Congress. None of its backers was flatly predicting passage.

As it came out of the House rules committee today, the bill calls for $1.5 billion in grants to states on a matching basis for school building. The money would be allotted over a five-year period, $300 million a year. Half the funds would be distributed on the basis of school-age population in each state, and half on the basis of financial need.

It is similar to a bill killed last year in the House after an amendment was adopted withholding Federal aid from segregated schools. The pending bill makes no mention of the integration issue, but it could be added from the House floor.

President Eisenhower has called for some school aid legislation to ease the classroom shortage. He first asked Congress for a four-year program of $1.3 billion to be distributed on the basis of need. The original Kelly bill called for a six-year $3.6 billion program, the grants to be distributed on the basis of school-age population.

Today and Tomorrow . . By Walter Lippmann

The School Crisis

IN OUR home affairs the President has given top priority to the proposal that Congress grant Federal aid to states in order to build public schools. The case for this Federal aid rests on the hard fact that since the war the number of children ready for schools has grown much faster than has the construction of school rooms in which to teach them.

Lippmann

This year the enrollment in our schools exceeds their normal capacity by more than two million children. This means over-crowding in the classrooms to the point where great numbers of children are being denied a decent education.

This denial is in the true sense of the term an emergency. For when a child misses an education, the loss cannot be repaired easily later on. Children who do not receive a decent education when they are of school age are almost certain to go through life without having had a decent education.

THE CRITICAL shortage in classrooms cannot fairly be attributed to a failure of the states and localities to meet their responsibilities. Here and there no doubt there are such failures. But the total effort made by the states and localities is impressive. During the past year they have built 63,000 new classrooms. This is a record, particularly when compared with 10 years ago when the rate of construction was 9000 annually. Yet this large number will not be enough even to replace classrooms that have become obsolete and unusable and to provide for the new enrollments, which are increasing each year. Just to stand still where we are, there are needed all the new classrooms that have been built this year. In the meantime, against the total efforts of the local authorities, there is a backlog deficit of 150,000 classrooms.

In a recent publication of the Department of Commerce, it was estimated that for school construction $4 billion would be needed annually for the next 10 years. This would mean that the rate of expenditure would have to rise 60 per cent over the current level, which is $2.6 billion. This increase would be a rise of $1.4 billion a year. The President is asking the Federal Government to contribute less than one quarter of this amount annually, hoping that by compelling the states to match the Federal grants, the whole need can be met. The Administration offer to set up a fund of $750 million to purchase school bonds does not relieve the states and local communities from raising most of the money to pay for the new schools. It is only a loan designed to protect them against having to pay very high interest rates.

"The need," said the President in his message last week, "for Federal assistance in eliminating this shortage is not theory, but demonstrated fact. It cannot now be said—realistically—that the states and communities will meet the need. The classroom shortage has been apparent for a number of years, and the states and communities have notably increased their school building efforts. Each year, for several years, they have set a new record in school construction. And yet in the face of a vast expansion in enrollments each year, many areas are making inadequate progress in reducing the shortage."

Yet the President's proposals face formidable obstacles in Congress. There are those who on the principle of states rights object to any Federal action in relation to the public schools. There are Catholic taxpayers who feel that the parochial schools should not be excluded from Federal aid. There are the Negro politicians, led by Congressman Powell of New York, who wish to have Federal aid used as a means of coercing the southern states to eliminate segregation. And last, but by no means least, there will be all those who, looking for ways to carry out Secretary Humphrey's injunction to cut expenditures, will be tempted to begin with Federal aid for the schools.

IT IS OFTEN asserted that all the subsidies and grants which appear in the Federal budget are there because of the special interests of pressure groups. There is, of course, some truth in this. But as a generalized rule, it is untrue and grossly unfair. In the case of Federal aid for schools, it is truer and fairer to say that the opposition comes from pressure groups, whereas the support is truly national and public-spirited. There is no special interest which is going to be favored specially by the adoption of these proposals. The demand for them comes from teachers and school superintendents, from parents and from civic leaders who are worrying about our failure to provide a large part of the coming generation with adequate schooling.

Indeed the support of education—by the localities, the states, and the Federal Government—is like the support of the national defense. It is a public and patriotic duty which this generation owes to the next. Can we afford to support American education? The answer is that we cannot afford not to support it. Do we have the money to support it? Well, in the past 25 years the national income has risen $300 billion while the amount we spend on education has increased by a little more than $7 or $8 billion.

The truth is that it is absurd to say that the richest country in the history of mankind cannot afford both to defend itself and to educate its children.

State Delays Decision on Accepting Federal Cash for Building Schools

The decision whether to endorse or condemn federal aid to education was postponed for another day Thursday by the State Board of Education.

The delay was requested by the governor's office, a board member said.

Earlier, the board had beaten down two attempts to delay a vote on the controversy. But when word circulated that Gov. Griffin was going to endorse federal aid in a speech Thursday night, the debate was suspended while the governor's office was contacted.

The original draft of the governor's speech did carry a mild endorsement of federal aid, provided no strings were attached. The reference was deleted before

By BRUCE GALPHIN

Griffin delivered the address, however.

Those speaking in favor of endorsing federal aid Thursday were State School Supt. M. D. Collins; Frank Underwood Jr. of Savannah, chairman of the Georgia Education Association's legislative committee, and board member Henry Stewart of Cedartown.

Member William T. Bodenhamer of Ty Ty offered a substitute resolution opposing federal aid.

Collins told the board he had signed a GEA committee report, which Underwood read, backing federal aid.

And Stewart noted that the state had been receiving various forms of federal aid to education since 1862. He said Georgia cannot raise locally enough money to meet its school-building needs.

"Wouldn't it be foolish, if its going to pass with no strings attached, to refuse?" he asked.

But Bodenhamer, who is executive secretary of the States Rights Council of Georgia, said federal school-building money would go to parochial schools and help break down the separation of church and state.

He declared that the U. S. Chamber of Commerce had cast serious doubts that classroom needs are great.

Bodenhamer objected to The Constitution's use of the word "violently" in describing his opposition to federal aid. He said he held no "violent intentions."

NEA Hits Chamber's School Aid Opposition

Washington D.C. United

William G. Carr, executive secretary of the National Education Association, said yesterday the United States Chamber of Commerce has used misleading propaganda to try and defeat Federal school aid legislation.

He said the Chamber has "not hesitated to manipulate, minimize and misinterpret the facts" about the need for Federal aid to help build more classrooms.

Carr endorsed as "devastating and fully justified" a statement by Marion B. Folsom, Scretary of Health, Education, and Welfare, that the Chamber has used "seriously misleading and inaccurate statements."

Folsom made the statement in criticizing a Chamber report asserting the Federal Government was seeking to gain control of schools through Federal aid.

The Virginia Farm Bureau Federation said that President Eisenhower's $1.3 billion aid bill carries the threat of bringing to America "the sickening cadence of the goose step." The Massachusetts Farm Bureau Federation also opposed the measure on grounds it would bring "Federal control of the Nation's schools.

Their representatives testified before a House Education subcommittee which is holding hearings on the President's plan. The subcommittee also is studying a Democratic-sponsored substitute to provide $3.6 billion in aid.

A Crippled Generation?

Post + Times Herald Tues. 3-12-57 Washington, D.C.

The Chamber of Commerce of the United States makes a plausible case against Federal school construction aid—plausible, that is, if the Nation is prepared to write off adequate education for several million children now or soon to be in school. The Chamber is correct in asserting that the rate of school construction since 1947 has exceeded the need arising from enrollment increases. The trouble, as Secretary Folsom has explained, is that the excess is not enough to erase the tremendous backlog built up during a depression and two major wars and, at the same time, to cover needs arising from obsolescence, population shifts, school consolidations and other causes.

Ultimately, if the states will modernize their debt limits and provide adequate assistance to local school districts, school construction can be kept abreast of needs without Federal assistance. That is why the President's proposal is for a four-year, temporary aid program. Even without such a program, the states might be able over a period of years to erase the backlog, end half-time schooling and alleviate the serious overcrowding which the Chamber fails to take into account in its survey of the problem. But the education of a child, unlike the construction of a post office, is not postponable. To deny adequate educational opportunity even for a few years—and it has already been denied to many much too long—would be to cripple a generation of citizens. Is this what the Chamber wants?

Fears Of Racial Integration Are Keeping South Cool Toward Federal School Aid

Commercial Appeal Sun. 3-31-57 Memphis, Tenn.

That Issue Isn't Only Factor, However — Dixie Doesn't Need Government Support As Badly As It Did In The Past

By MORRIS CUNNINGHAM

WASHINGTON, March 30.—Growing Southern fears that a Federal aid-to-education program would be used as an economic lever to push racial integration—regardless of the form in which enacted—is rapidly depriving the proposal of Dixie support.

An example was the Tennessee Legislature's recent refusal to enact legislation that would enable the state to accept Federal aid for schools if it were offered.

And before that the entire Georgia congressional delegation had announced it would oppose the Administration's aid bill with or without New York Negro Representative Adam Clayton Powell's amendment — which would deny funds to states that continued school segregation.

Mr. Cunningham

These developments are important in weighing the chances of the Administration's 1.2-billion-dollar program because for years—particularly in the era when Dixie was labeled "The Nation's No. 1 Economic Problem" — Southerners have been in the forefront of the drive for Federal aid to education, without controls, of course.

Racial integration posed no problem then. And moneywise it was clear the South had the most to gain. Too, it was more popular then to advocate Federal aid programs. The abiding fear was depression, not inflation.

South Re-examines Situation

The pendulum started swinging back with the Supreme Court's 1954 school desegregation decision. With that came a re-examination.

Many Southerners in Congress are now convinced that a Federal aid for education bill in any form would be an invitation for this or some future Federal administration to cite the Supreme Court decision as the "law of the land" and to issue an executive order denying funds to states that were disobeying it.

Southerners then would be paying their regular share of Federal taxes but would not be receiving their share of aid-to-education funds. Pressure obviously would increase for compliance as a means of getting in on the gravy.

Representatives Howard W. Smith (D., Va.), William M. Colmer (D., Miss.) and other Southerners here have put these fears into words and have cited them as one of their reasons for opposing Federal aid to education.

Other reasons are that the South today—with its rising level of prosperity—needs Federal aid far less than it once did. Sectional economic differences still exist, but the spread is less today. And the South is gaining faster than some other areas.

Money Goes Farther

In addition, school buildings can be built cheaper in the South on the average. Land, labor and some materials are cheaper. And because of the milder climate the same quality of construction is not always necessary.

In rural areas of the South, where a substantial percentage of the inadequate buildings exist, entire new buildings can be erected for the mere cost of the land in New York City, Chicago, Philadelphia and the other big cities outside the South.

And, outside the South, it is in the big cities—where land and construction costs are at a premium — that school buildings have grown old and inadequate and need replacing. Many are in slum areas.

Thus, on the basis of dollar-for-dollar needs and relative ability to pay for those needs, the disparity between the South and other sections is not nearly as great today as it once was. So the South now has less to gain from a Federal aid program.

This, plus the integration issue, and a share of the national concern over the swelling Federal budget, Big Government, and creeping inflation, is tending to cool Southern support for Federal aid to schools.

Federal Control Feared

There is also the feeling, in the South and elsewhere, that Federal aid for school buildings would be but the opening wedge, and that as has happened in the states, the new flow of money would grow ever greater and soon would be going to all phases of school costs. It is feared this ultimately would lead to Federal control.

All of these factors are contributing to a new do-it-yourself philosophy in the South in respect to schools. An idea is developing that this phase of Government activity can be handled cheaper, better, and with greater local approval, if it is done at home.

However, as Southern thinking on the issue has changed, so has the thinking of other political groups. The new "Modern Republicanism" and Administration pressures have converted Republicans who once were die-hard foes of Federal aid to education.

Indeed, President Eisenhower himself appears to have changed. For two years now he has been peppering Congress with messages and statements in behalf of his school aid program.

'Ike' Changes Mind

But on June 12, 1949, when he was president of Columbia University, he wrote a letter to conservative Representative Ralph W. Gwinn (R., N. Y.) attacking proposals for nationwide Federal aid to education as efforts to promote more centralized Government control of the country.

At the time Mr. Eisenhower said he would support Federal aid for some areas of the country, without Federal control. But, he added:

"I would flatly oppose any grant by the Federal Government to all states in the Union for educational purposes. Such policy would create an ambition—almost a requirement—to spend money freely under the impulse of competition with other localities in the country. It would completely defeat the watchful economy that comes about through local supervision over local expenditures of local revenue."

Yet today President Eisenhower is advocating an Administration bill that would provide aid on a national scale.

Supporting the bill are such groups as the National Education Association which represents teachers, the AFL-CIO, the ADA, NAACP, National Council of Jewish Women, National Farmers Union, United Mine Workers, Co-operative League of the U.S.A., and others.

Opposing it, along with a growing list of Southerners, are the United States Chamber of Commerce, the American Farm Bureau Federation, American Legion, American Medical Association, National Association of Manufacturers, National Association of State Real Estate Boards, National Economic Council, Defenders of the American Constitution, National Conference of State Taxpayers Associations, the Southern States Industrial Council, and others.

As of now, chances for passage of the program appear to be no brighter—perhaps less so—than they have been in the past.

17 Groups Support Folsom On Federal Aid for Schools

Post + Times Herald Fri. 3-15-57 Washington, D.C.

Seventeen national organizations sided yesterday with Marion Folsom, Secretary of Health, Education and Welfare, in his dispute with the United States Chamber of Commerce over Federal aid to schools.

On Tuesday, Folsom accused the Chamber of "misleading and inaccurate statements" in contending that the Nation's classroom needs can be met without Federal aid.

In a letter to Folsom yesterday, spokesmen for the 17 groups charged that the Chamber is "playing a game of 'Let's pretend there is no classroom shortage.'"

Chamber President John S. Coleman replied yesterday that the Chamber's statements on schoolroom needs were based on Folsom's own figures, which he said show that local governments are solving their own school problems.

The organizations pledging support to Folsom's stand yesterday were: The American Association of University Women, American Home Economics Association, American Parents Committee, Inc., American Veterans Committee, Association for Childhood Education, International; Co-operative League of the United States, Delta Kappa Gamma Society, Jewish War Veterans.

Also the National Association of Social Workers, National Child Labor Committee, National Congress of Colored Parents and Teachers, National Council of Jewish Women, National Education Association, National Farmers' Union, National Jewish Welfare Board, National Board of the YWCA, and American Library Association.

School Aid Principle Hit By Georgia

Associated Press

Georgia sent word to Congress yesterday that the state wants no help from the Federal Government with school construction because it fears Federal control of education.

Four officials connected with a $288 million Georgia school construction program appeared yesterday before a House education subcommittee considering legislation for federal aid to meet the country's need for an estimated 159,000 new classrooms.

George Whitman, chairman of the Georgia Board of Education, was asked by Rep. Cleveland M. Bailey (D-W. Va.) chairman of the committee, whether Georgia would accept school funds from the Federal Government if the law omitted integration restrictions.

Whitman replied:

"We would like all the money we can get to educate our children whether it be for teachers salaries, school buildings, transportation to and from school, textbooks or any other part of their education.

"The majority of the people in Georgia are not willing to take Federal money if it means Federal control of our schools."

He also said he'd been advised the Georgia members of congress would not give much, if any, support to federal aid school construction legislation even if integration is left out of it.

"Who controls the pocketbook, controls the operation" is the Georgia attitude, he added.

[From Winter Park, Fla.,—Marion B. Folsom, secretary of Health, Education and Welfare, said yesterday fears that Federal aid for education would bring federal controls were unfounded, according to the United Press.

[Pointing to such federal aids as land grant colleges and the GI education bill, Folsom said "for nearly a hundred years, the federal government has assisted state, community and private efforts in the cause of education . . . and there is no federal control of education today.]

Another witness, Louis Schimmel, president of the Pontiac (Mich.) Board of Education, testified there is no shortage of school rooms in his city.

He told the subcommittee Michigan has been able to take care of its school building needs. Other states, he suggested, may decide they too can do without outside assistance.

Committee members told him Michigan is the second state to notify the group it can take care of its own school construction. Wisconsin was the first.

In Michigan, he said "Schools have been able to provide adequate funds from local taxes to finance a debt equal to 15 per cent of the taxable valuation of the district if the debt is amortized over a 25-year period."

Powell To Press School Bill Rider

Will Kill Plan, Negro Is Warned

WASHINGTON, Feb. 20 (U.P.)—Rep. Adam Clayton Powell served notice today that he will press his anti-segregation amendment to President Eisenhower's school aid bill despite warnings that it would kill the measure.

The New York Democrat, one of three Negro members of Congress, appeared before a House education subcommittee to urge adoption of the amendment, which helped scuttle school legislation last year.

The subcommittee also heard a U. S. Chamber of Commerce spokesman oppose any federal aid for school construction. Thomas A. Ballantine of Louisville, Ky., chairman of the chamber's committee on education, disputed President Eisenhower's contention that there is a critical shortage of classrooms.

The subcommittee is considering Mr. Eisenhower's $1.3 billion four-year school construction program along with a Democratic $3.6 billion, six-year substitute and other proposals.

Powell said he would press for his amendment on the House floor if the subcommittee refused to add it to the bill. He said he would oppose any school legislation "unless there is some guarantee that federal funds will not be used to perpetuate segregation."

The amendment would deny funds to states with school districts which defy the Supreme Court school integration order. Six of the seven subcommittee members have formally declared themselves against the amendment.

Rep. Harry G. Haskell (R., N. Y.) told Powell "You are eliminating the possibility of getting school construction this year."

Rep. Peter Frelinghuysen (R., N. J.) said "There is a very good chance that there will not be any legislation this year if your amendment is adopted."

But Powell denied his amendment would kill the bill. He said a bill would pass if advocates of federal school aid would spend as much time working for the program as they did against his amendment.

The Democratic substitute bill would base federal aid on the numbers of school children in a state without regard to its financial resources.

This formula was approved by the subcommittee last year. The bill, however, was killed on the floor by Southerners who objected to the Powell amendment and Republicans who objected to the financing feature.

Federal School Aid In Montgomery

By Bob Ingram

MUCH HAS been said in recent months about the evil of federal aid to education, but this much can be said without any debate—Montgomery County's school system today would be a total wreck had it not been for federal assistance.

INGRAM

During the past five years this county has received approximately $3,500,000 in federal funds for school construction and maintenance. Every cent of it came with no strings attached, with no hint of federal control.

And local school officials intend that it shall remain that way. Should Congress enact a federal school aid bill which carried with it both cash and controls, Montgomery officials are prepared to give their reply—no thanks.

Probably few Montgomerians realize to what a great extent federal money has figured in the country's school construction program. Admittedly, all counties in the state have not been so fortunate, but locally the money from Washington has been a godsend.

Without Federal Aid, Two Shifts

WALTER P. McKEE, assistant superintendent of schools here and the local envoy to Washington for federal school funds, says the importance of this money is beyond measure.

"I can't imagine in what condition our school would be in today without federal help; certainly we would have required two shifts to meet the needs of the community," McKee says.

"And every cent we have received has been without any federal control whatsoever," McKee added. "It will have to remain that way if we are to continue to accept this money. Either we shall retain absolute control of our schools on a local level or the money can stay in Washington as far as we are concerned."

Montgomery is one of several counties in Alabama which has benefited tremendously from two bills enacted into law by Congress in 1952, and given an additional two years of life last summer.

In brief, the two measures provide for federal assistance to school districts where there is concentrated a large number of children whose parents live or work for federal institutions on tax-exempt property. This includes the military.

The reasoning behind this legislation was briefly this:

A federal installation such as Maxwell or Gunter takes up a considerable amount of property which if in private hands would yield a sizable amount of property tax revenue. Being federally owned, no such tax can be collected. Further, people stationed at such installations can buy certain products such as gasoline and cigarets which are also exempt from state taxes.

This means that these families get a tax break and as such are not contributing as much to the local schools as are the ordinary citizens.

One-Fifth The School Population

THUS THE Congress felt some relief should be given such communities, and this relief came in the form of Public Laws 815

and 874.

P. L. 815 provided that school districts which had a classroom population of which 5 per cent were children of parents who lived on or worked at such tax-exempt installations would be eligible for federal aid.

Montgomery County qualified with room to spare—of today's 31,000 school children some 6,000 have parents working or stationed at Maxwell, Gunter and other federal installations.

Roughly, this law provided a grant of $950 for each child whose parents actually lived on the federal property, and $450 per child was authorized for all whose parents worked at such an installation. The money so granted is earmarked exclusively for school construction.

This act alone has brought Montgomery County $2,525,000 in federal funds. Obviously, credit for most of this must go to the Maxwell Air Force Base.

The county has also received substantial benefits from Public Law 874, a companion bill. It merely provided additional funds for the maintenance of the buildings. From this source has come an additional $936,000 in federal money.

Needless to say, one need not look far to see where and how this money was spent.

Robert E. Lee High School, including 50 classrooms, lunchroom and auditorium-gymnasium, was built at a total cost of $1,064,000. Of that total, the federal government paid $807,000.

Lee Took Washington

SO IMPORTANT was the role of federal funds involved in the construction of the Lee High that it prompted Alabama's U. S. Sen. Lister Hill to observe in his dedicatory address of the school:

"Robert E. Lee finally did take Washington."

And financially speaking, Sen. Hill was never more correct.

But there are other instances equally as impressive. Harrison School on the bypass was built with $35,000 in local funds, $296,000 in federal funds; Bellingrath Junior High cost a total of $308,000, with the federal government paying $241,000 of that amount.

Other projects jointly financed since 1952 include (state funds listed first, then federal):

Capitol Heights Junior High addition, $52,000-$182,000; Morningview addition, $18,000-$39,000; Paterson School, $45,000-$182,000; Hardaway, $34,000-$276,000; Maxwell Elementary, $40,000-$276,000; Gay Meadows, $40,000-$225,000.

Thus for these 10 school building projects which cost a total of $3,116,000, only $591,000 in local funds was used while the federal government paid $2,525,000.

This does not by any means reflect the true and complete picture of school construction in Montgomery County. Unbelievable as it may sound, the county has averaged building one classroom a week since 1946.

McKee reported that a total of 460 classrooms have been built since 1946; 15 combination lunchroom-auditoriums; 3 lunchrooms; 5 lunchroom additions; 4 gyms and 1 auditorium.

For The Ike Bill

McKEE also took time to make a few observations on federal school aid bills now pending in Congress, and there are several of them. And all are sooner or later expected to attract the attention of Harlem's Negro Congressman Adam Clayton Powell.

The two major school aid bills now pending are basically the same, excepting the formula for distributing the funds.

Actually, it is President Eisenhower's proposed bill which is looked upon with most favor by McKee as well as most Southern Democrats in Congress.

First, it specifically rules out any federal controls, racial or otherwise.

Section 3 of the bill declares pointedly:

"In the administration of this Act, no department, agency, officer, or employe of the United States shall exercise any direction, supervision, or control over the personnel, curriculum, or program of instruction of any school or school system."

The Administration plan further provides that the money would be appropriated on a matching formula based on the ability of the individual states to participate in such matching.

As a result, Alabama would fare better than all but two states in the nation—Arkansas and South Carolina. As now written, Alabama would stand to get $11,148,000 annually by putting up but $5,573,000 of its own money.

The Democratic answer to the administration bill also contains equally strong language forbidding federal control, but its formula for distributing the funds is not so favorable. Under this plan the state would have to match federal money dollar for dollar, with the federal funds made available to the states strictly on a classroom population basis.

Wrecker Powell

McKEE IS of the opinion either bill would be of great benefit to the state, provided of course that no controls of any sort were attached.

Rep. Powell has already indicated he will make another attempt to amend any or all such federal aid bills to require schools to integrate before being eligible for the money. In 1956 he was successful in attaching such a rider to the Administration bill, and it was then promptly killed by Congress.

But McKee, just back from a first hand look at the situation in Washington, feels Powell's chances of success in this session are much less than a year ago.

McKee is of the further optimistic opinion that there is a good possibility some compromise federal aid bill will be passed this summer, and enacted without federal controls.

Such a program would go a long way toward solving Alabama's school building program of today.

Federal Control In School Aid Feared by Hyde

Post + Times Herald P.1-6

Tues. 3-5-57 Washington, D.C.

Congressman Cites 'Pressure' Brought Against Calvert County

By Richard L. Lyons
Staff Reporter

Rep. DeWitt S. Hyde (R-Md.) cited Federal "pressure" against Calvert County yesterday in arguing that any school aid bill should contain strict safeguards against Federal control over education.

Hyde told a House Welfare and Labor subcommittee considering aid to school construction bills that the United States Office of Education in effect told Calvert County to integrate its schools before the Supreme Court had ruled on the issue.

Federal officials brought the pressure, Hyde said, by refusing to approve an impacted-area aid request for Negro classrooms because the County had empty rooms in white schools.

Hyde said he was neither for nor against Federal aid to help build classrooms. But he said he feared Federal control would creep into the aid program. Best way to prevent it, he said, would be simply to hand states checks for their share of Federal funds.

Hyde also cited a 1946 report prepared by New York consultants for the Montgomery County school system. He said it showed how groups pushing Federal aid hoped to influence the entire community through the schools.

The report was prepared by Walter D. Cocking, board chairman of American School Publishing Corp. for N. L. Englehart and Associates, consultants to the County. Hyde quoted passages from the report recommending extension of school health inspections to all members of the community, extension of school lunch program to include community gardens and canneries, and guidance for preschool children and adults.

Under the Administration's school aid bill Maryland would receive $4.5 million a year in Federal money. Virginia would receive $9.2 million. The District would receive $1.3 million. The money would be allocated on the basis of population and need and would be matched by the state on a sliding scale basis. The Democratic school aid proposal provides more Federal dollars on a straight 50-50 matching basis.

GEORGIA RULES OUT FEDERAL SCHOOL AID

Times P.27-c

WASHINGTON, Feb. 25 (UP)—Georgia school officials opposed today Federal aid to state school construction programs. They said it could lead to Federal "administrative" commands to end racial segregation.

George P. Whitman, chairman of the Georgia Board of Education outlined the state's schools.

"We do not believe in Federal aid to education," he said. "We aim to take care of our own."

Mr. Whitman testified before a House Education subcommittee that is considering President Eisenhower's $1,300,000,000 four-year school construction program. Also before the subcommittee is a Democratic bill to spend $3,600,000,000 on schools over the next six years.

Mr. Whitman said the state needed 5,000 additional classrooms. Georgia, he said, wil build them by raising $88,000,000

He said that if Georgia accepted Federal funds, Federa control would follow. The Federal Government could determine what the schools could teach, he said, and "you could tell us to integrate."

"Who controls the pocketbook controls the operations," he said.

House Education Committee Expected To Approve Compromise School Bill

Post & Times Herald Mon. 4-15-57 P.11-a
Washington D.C.

United Press

The House Education Committee almost certainly will approve a compromise $2 billion school construction program, a United Press survey showed yesterday.

The survey also indicated the 30-man Committee will reject any proposal to add an anti-segregation amendment to the legislation.

However, the bill's chances of House passage were regarded as slim.

The committee formally started work on the bill last Thursday. But it voted 15 to 10 to delay final action until early next month.

A survey showed that 19 Committee members generally favor a compromise measure drafted by a subcommittee recently. It includes features from both President Eisenhower's school aid proposal and a more extensive Democratic substitute.

Seven members said they opposed the legislation; one member endorsed portions of it and three were undecided.

Ten members said they would support an amendment to forbid use of Federal funds in school districts maintaining segregated schools. Opposed were 17.

Such an amendment helped kill a similar bill in the House last year. President Eisenhower specifically asked that it be kept out of the measure this year.

may be a need for Federal aid.

The committee decided that, although the change in policy may have had merit, there was no time to consider any major change before resolutions are submitted to delegates on Wednesday.

Session Continues

The 4000 delegates are in Washington for the Chamber's 45th annual meeting, which began yesterday and continues through Wednesday.

The policy committee approved a major new policy on civilian atomic electric power, which will be submitted to delegates. The policy states that private development of atomic electric power is not lagging, private enterprise has the primary responsibility for developing such power and technical Government activity in the field should be limited to research and development.

The policy is aimed at the bill sponsored by Sen. Albert Gore (D-Tenn.) and Rep. Chet Holifield (D-Calif.), which would authorize the AEC to construct $400 million worth of commercial-scale atomic power plants.

The policy statement of the Chamber says flatly: "The Federal Government should not enter into the commercial exploitation of the use of atomic energy."

When private industry is unwilling or unable to undertake the cost of experimental or developmental atomic facilities, "The production for sale to the public of electric power from nuclear materials should be the responsibility of the existing utility industry. Any electric power available at existing AEC atomic installations should either be used by the AEC itself for such installations or disposed of on a non-exclusive basis through the distributing utilities in the area without preference or discrimination."

In another action, the committee added a clause to its petroleum clause calling for elimination of Federal Power Commission rate control over natural gas producers.

They are Rudolf Soberheim, a Justice Department attorney, and Andrew E. Rice, assistant to Rep. Henry Reuss (D-Wis.).

The convention voted overwhelming support of Federal aid to education but demanded the funds be withheld from segregated school districts pending compliance with the Supreme Court desegreation decision.

The veterans group also called for immediate cessation by the United States of nuclear test exploisons, to be resumed upon detection of such a test by another nation.

In other resolutions, the Convention voted in favor of repeal of the Taft-Hartley Act, Federal legislation to protect union welfare funds, official recognition of Federal employe unions, and repeal of the McCarran-Walter immigration act.

AVC Asks Curb On School Fund

Post & Times Herald P. 9-a
Mon. 4-29-57 Washington D.C.

The American Veterans Committee, at its annual convention in the Willard Hotel yesterday, came out strongly in favor of Rep. Adam Clayton Powell's proposal to withhold proposed Federal aid-to-education funds from school districts practicing racial segregation.

In the international field, the AVC urged increased contacts with Communist China but rejected a strong minority bid for a resolution favoring diplomatic recognition and resumption of normal trade relations.

William R. Ming Jr. of Chicago was elected AVC national chairman, and Shanley N. Egeth of New York was named vice chairman. Ming is the first Negro to head the national veterans organization.

Two Washington men were chosen for membership on the National Planning Committee, the executive body of AVC.

C. of C. Policy Group Stalled on School Aid

Post & Times Herald Mon. 4-29-57 A-3
Washington D.C.

By Paul Sampson
Staff Reporter

The policy committee of the United States Chamber of Commerce rejected a last-minute effort to modify the Chamber's stand against Federal aid to education yesterday.

The committee opposed a proposal to recognize that in certain extreme cases there the Federal Government could contribute to the cost of such research and development, according to the policy.

Commercial atomic power plants should be financed and built by the utility industry without any Federal financial assistance, the Chamber believes.

Utility Responsibility

The statement concludes:

Federal School Aid Will Have Some Strings

Post Herald Tues. 4-9-57 P. 12
Washington D.C.

Ever since the New Deal era of the 1930s, there has been a drive for centralization of government in Washington; and whether we realize it or not, President Eisenhower's proposal for federal school aid is another step closer to that end.

If we accept money from the government to build our schools, we are only adding fuel to the fire to bring about eventual federal control, not only of our schools, but in every phase of our daily lives.

However, we must face up to the fact that we are going to have to finance our own school programs.

No matter what sacrifices we make, they would be no more than having our taxes processed through Washington, because money distributed to the states by the government would have to come from the people in those states in the first place.

Our leading educators and our senators and representatives in Congress should know better than to think we could obtain federal funds for anything without federal strings attached.

Should we accept federal financing for the construction of our schools, the government would soon be telling us how and where they should be built; how the lunchrooms should be operated; the types of courses and books to be taught; screen and select our teachers; and worst of all, demand integration in those schools.

These are just a few of the expected evils, undoubtedly there are many more.

It would be far better if the $2 billion, the amount proposed by the President for federal school aid, were cut off the federal budget and the states permitted to handle their own school problems.

This is another example of the importance of States Rights, which are a foundation of American liberty.

W. E. CRAWFORD,
Adamsville Rt. 1

Adjusted School Bill Takes Form

Post & Times Herald P. 9-a
Washington D.C.

United Press

Chairman Cleveland M. Bailey (D-W. Va.) said yesterday his House Education Subcommittee is making "good progress" in setting up a compromise school construction bill.

The group postponed until next week approval of its legislation. Bailey told a reporter "we are doing nobly," but declined details. The subcommittee seeks a compromise between the President's proposal for a four-year $1.3 billion program and the Democratic-backed six-year $3.6 billion plan.

Hearings Set On School Building Aid

Post & Times Herald
Washington D.C.
Apr. 2-2-57

By Jeanne Rogers
Staff Reporter

Hearings on legislation for Federal aid to school construction will begin at 10 a. m. Tuesday before a special House Education and Labor subcommittee.

Chairman is Repr. Cleveland M. Bailey (D-W. Va.), who for several years has been a staunch proponent of any kind of "brick and mortar" assistance bill that would put up schools for the kids." Last year he co-authored such legislation.

Bailey said yesterday "my group will get down to business . . . we don't intend to hehash the need for Federal aid in this area . . . that has been proved." Bailey said he expected the public hearings to last 10 days at the most.

Graham A. Barden, House Education Committee Chairman, traditionally lukewarm to any Federal aid law, said: "I appointed Bailey and he'll start the ball rolling."

Pending is the Administration's bill—a four-year program of loans and aid, $1.3 billion of which is earmarked for Federal grants to States. Also before Congress are Democratic bills, chief of which is that of Rep. Augustine B. Kelley (D-Pa.) calling for a 6-year, $3.6 billion grant-in-aid plan.

Bailey would make no predictions about the chances for passage of a school bill. The House killed one measure last year after the attachment of an anti-segregation amendment which would have denie dfunds to school districts still separating students by race.

Author of this amendment, Rep. Adam Clayton Powell (D-N. Y.), yesterday launched a campaign to get House approval of a repeat racial amendment.

He said he has invited the 46 freshment members of Congress to confer next Wednesday, in an attempt to line up their support.

Powell disclosed he has a substitute bill—complete with provisions of the amendment—that would provide $1 billion annually for five years for the building of secondary school classrooms. Powell said if his substitute proposel is defeated, he then will offer his controversial amendment separately.

Would Cut Borrowing

Corning Sees 'Millions' Saved by School Grants

By Jeanne Rogers
Staff R

Proposed federal aid school construction legislation would reduce by at least $5 millions the $69 million borrowing program proposed by District educators as the solution to local classroom shortages.

School Superintendent Hobart M. Corning said yesterday that the Washington school system "well could use" both cash grants from Uncle Sam and a long-range loan—the latter to be underwritten by District taxpayers.

He emphasized, however, that grants-in-aid from the Government "naturally would be subtracted" from the total amount of the borrowing program—a five-year project.

Deputy School Superintendent Charles N. Zellers gave these "rough estimates" of the District's share under pending Federal assistance bills:

- $1.3 million a year or a total of $5.2 million under President Eisenhower's proposed four-year aid plan.
- $2.4 million a year or $14.4 million under a six-year assistance programs proposed by a number of Democratic legislators.

Both Zellers and Corning said "it would not be hard" for the District to match the grant money as specified in the pending bills. They pointed out they get much more than that amount now in capital outlay funds.

During his regular press conference, Corning underscored the great community need for a borrowing program for school construction.

At present, a "task force" of school and District government officials are studying the feasibility of allowing the schools to get "out from under" the pay-as-you-go system of school building finance. Corning and the Board of Education contend that the school share of the municipal public works program is inadequate to provide necessary classrooms fast enough.

Corning said he wanted to clear up "several misconceptions" which he said the public seems to have about the borrowing plan. He said "we can't keep up with school building needs even with an enriched share" of a revised public public works program. Pay-as-you-go "simply doesn't work," he said.

Corning recalled that the original public works program would have granted the schools about $34 million over six years. Then, he said, the program was lengthened to span a decade of building.

Referring to some citizens groups which have opposed a borrowing program, Corning said "it is interesting to note" they represent such sections of Washington as Georgetown which have no pressing school building needs.

Farm Group Would Kill School Aid

Post & Times Herald
Thurs, 2-28-37
Washington D.C.

United Press

The American Farm Bureau Federation urged Congress yesterday to kill President Eisenhower's $1.3 billion school construction program.

The organization's legislative director, John C. Lynn, told a House Education subcommittee that Mr. Eisenhower's Federal aid to education plan would mean federal "interference" in running the Nation's schools. Lynn said the states and local communities can attend to their own school needs.

The subcommittee has been conducting hearings on Mr. Eisenhower's plan for four weeks. A majority of the subcommittee favor a much larger $3.6 billion Democratic-sponsored school construction program.

Another opposition witness, Merwin K. Hart, president of the National Economic Council, a private New York group, said Mr. Eisenhower's school bill and his "modern Republicanism" have been as popular with the American people as "a campaign to sell over-ripe eggs."

School Bill Advances

Post & Times Herald
Washington D.C.
Fri. 5-10-37

The House Education and Labor Committee approved yesterday a pared-down $1.5 billion program of Federal grants to help States build schools over the next five years.

Rep. Cleveland M. Bailey (D-W. Va.), chairman of the subcommittee which originally recommended $2 billion in direct aid, said he believes the "economy cut" will help the measure when it reaches the House floor.

"I am inclined to think the bill will pass the House," said aBiley. "It really marks a bipartisan compromise."

But another Committee member, Rep. William H. Ayres (R-Ohio), said that "barring an unforseen outcry from the public, there isn't a deader pigeon on the 'awaiting action' roost on Capitol Hill."

During the committee session, Ayres declared the Committee "didn't have enough facts on classroom needs" to vote on a school aid bill. The Committee approved the bill by a 20 to 9 vote.

The long-pending legislation faces hurdles on the House floor—the threat of an amendment which would deny Federal funds to school districts maintaining segregated schools, and the general economy move against President Eisenhower's proposed budget.

The approved compromise measure would distribute the Federal grants half on the basis of school population in each State and half on State need—a formula coupling child population and income. The bill would earmark $300 million annually for school construction.

School Bill Cut Half Billion

House Unit Votes Slash in Building Program

Times-Herald
New Orleans, La.
Thurs. 5-9-37

By FRANK CORMIER

WASHINGTON, May 8 (AP)—The House Education Committee voted overwhelmingly today to whack half a billion dollars from the school construction bill, in hopes of getting the program through an economy-minded Congress.

The committee voted 23-3 to authorize federal outlays of 1½ billion dollars during the next five years, instead of the two billion originally called for by the Democratic-sponsored measure.

A final committee vote on the entire bill was scheduled for tomorrow.

Rep. McConnell (R-Pa) asked the committee to whittle down the cost of the aid package, saying it would help the measure's chances of passage.

Bid for Ike's Support

The action also was a bid to win complete support for the measure from President Eisenhower, who had originally called for $1,300,000,000 in construction aid.

Rep. Metcalf (D-Mont) called it "an attempt to get a bipartisan bill that would completely meet with the President's approval, and we expect the President's support because of that."

Eisenhower has made it clear he wants Congress to give him a school aid bill this year, but he might have balked at a two-billion-dollar price tag—which was still less than some Democrats had demanded.

In its present form, the measure would authorize the federal government to give the states 300 million dollars in aid in each of the next five years.

Segregation Issue

Rep. Augustine Kelley (D-Pa), whose name is on the bill, had wanted annual federal aid of 400 million dollars but he said he accepted the cut "in the interest of unanimity."

Eisenhower recommended a four-year program of 325 million dollars annually.

Even with the cut, the bill faces an uncertain future because of a promised floor fight over a proposed amendment to bar aid to segregated schools. The bill also faces opposition from some who contend it would lead to federal control of education.

Population, Need

The bill would distribute half of the federal grants on the basis of school age population and half on the basis of need. The administration wanted to parcel out the money solely on the basis of need.

Other features of the measure would:

1. Authorize the federal government to use 750 million dollars to buy school construction bonds of local districts unable to market the securities at reasonable interest rates.

2. Permit federal advances of up to 150 million dollars to state school financing agencies to help assure payment of their obligations.

Concentration On School Bill, Not Amendment Asked

Daily World Atlanta, Ga. Thurs 3-21-57

WASHINGTON — Legislators, who are seeking passages of President Eisenhower's School Bill, should spend more time on the chief executive's formula, and less time fighting the Powell Amendment, if they actually desire passage, Rep. Adam Clayton Powell, of New York said Wednesday.

Mr. Powell, who has advocated cutting off funds to any school that preserves racial segregation, announced his support of Ike's formula Wednesday afternoon.

Powell declared: "If those folks who are working so hard for his legislation would spend more time for the Eisenhower formula and less time against the Powell Amendment, they would have a bill that would become law."

The Powell Amendment, which Rep. Peter Freelinghysem, of New Jersey, said would be a "red flag to virtually every member of the house," has been openly opposed by Southern Congressmen, and held the main item which keeps passage from taking place.

Powell told the House Education subcommittee that he favors the President's plan because "without it, the school construction bill won't pass the House."

Powell said Mr. Eisenhower's formula was a "to each according to his needs" proposal, but was the correct approach because "we're facing a crisis in education and should meet the crisis where it's most acute."

Powell who supported the President in the last election, said: "Mr. Eisenhower's Middle-of-the-Road is to the left of Mr. Roosevelt's left-of-the-Road."

Daily World

The rest of Powell's testimony was devoted to his proposal to deny any federal funds to school districts that don't integrate white and Negro students in classrooms.

Ike On School Aid

Journal and Guide

TWO "dangers" are potentially involved in federal aid to schools, as seen by those who oppose the move. One of these is that federal aid will undermine local responsibility. The other is that federal aid, once established, would become a permanent program on which the states would increasingly depend.

PRESIDENT EISENHOWER evaded neither of these central problems in his special message to Congress asking for a $2,220,000,000 school aid program. He called the present classroom shortage a "temporary emergency situation." He also emphasized state control of education.

The President's central proposal is for federal school construction grants to the states at the rate of 325 million dollars annually for four years. He also proposes setting aside 750 million dollars for purchase of school construction bonds from districts unable to obtain funds at reasonable interest rates. Here he compromised with the segregationists, who destroyed their own credit.

Congress muffed school aid at its last session. There are complicated questions as to the basis on which aid should be distributed, and as to assuring continued state responsibility for education. The racial segregation issue is bound to be involved again, and some reasonable democratic and just composition of it must be accepted by the hard core Southern states.

Congress will have to wrestle with these problems. It will have to make sure that the situations PRESIDENT EISENHOWER warned against are forestalled in whatever bills are passed. But it is clear that the people recognize the need for emergency federal aid to the states in providing school facilities. The matter should not again be allowed to fall by the wayside.

Federal Aid to Schols Faces Serious Trouble

Post & Times Herald Wash. D.C.
Sun. 3-17-57
Washington D.C.

By Carroll Kilpatrick
Staff Reporter

The Federal aid for education bill, which Republican and Democratic congressional leaders earlier promised to pass and send to the White House this year, now is in serious trouble from two sources.

The old source of trouble, which still is very much alive, is the segregation issue. But now an even more formidable obstacle has developed as a result of the growing pressure to cut the President's budget.

One proponent of the school measure described the situation as "dangerous" because of the drive to cut expenditures. He said conservative groups making a strong drive for a reduction of Federal expenses are concentrating part of their fire on the school bill.

Administration spokesmen led by Secretary of Health Education and Welfare Marion B. Folsom, have been striking back in an effort to save the measure. Folsom recently criticized the Chamber of Commerce of the United States for what he called "seriously misleading and inaccurate statements" regarding the bill.

Lawrence G. Derthick, the new U. S. Commissioner of Education, said it was an insult to state governments to question their claimed needs for school aid as some opponents of the measure have done.

President Eisenhower asked Congress to authorize a $1.3 billion appropriation over four years for grants to the states for school construction. Democrats have asked for $2 billion or more.

A House Education Subcommittee completed hearings on the measure Friday and planned to start writing a bill this week.

In addition to the economy drive, the measure faces the old hurdle of the segregation issue. Rep. Adam Claytn Powell (D-N. Y.) has served notice he again will propose an amendment to deny any Federal aid funds to segregated schools. Such an amendment would invite a southern filibuster in the Senate.

It was originally understood that House leaders would call up President Eisenhower's civil rights proposals first in an attempt to divert fire from the civil rights phase of the school bill.

However, it was understood that Speaker Sam Rayburn (D-Tex.) now tentatively has decided to ask the House to consider the school bill first.

Some members of Congress who favor the school bill have told Rayburn it would be much better to delay action on the school measure for as long as possible. They have argued that the headline attention now being given to the budget issue will wane in a month or two and make it easier to get the education bill through Congress.

It was freely admitted the chances for quick approval of the bill are much dimmer than a few weeks ago, but some said they expected the situation to change again before the bill comes to a vote on the floor.

School Aid Debate Nearing Showdown

Constitution p. 4
Atlanta, Ga.

Arguments pro and con about the proposed federal emergency building program for schools continue to rage. Georgia school leaders in the main are heartily in favor of all the help they can get. Even some politicians go along with the stipulation that no strings will be attached.

Groups opposing federal aid, locally and nationally, argue that the shortage of classrooms is being met and there is no need for further federal aid. This view is taken by the U.S. Chamber of Commerce, which also holds up the specter of federal control. It claims that figures showing a shortage of 159,000 classrooms is inaccurate.

Secretary of Education and Welfare Marion Folsom returns the compliment and accuses the opposition of misrepresentation.

Here in Georgia, the lack is known. After the most intensive building program in history, there is a shortage of more than 5,000 classrooms. These will cost 90 million dollars to construct.

Under the federal aid proposal a formula was worked out state by state on the basis of need and economic ability to build schools. It was approved by the White House Conference on Education.

Under it Georgia would be allotted $11,926,000 annually for buildings over the three years of the billion-and-a-half-dollar project. The U.S. Chamber of Commerce estimates that it would cost the state an additional $3,937,000 in federal taxes. In other words, the state would receive $3.03 back for each dollar paid in taxes.

Sixteen of the wealthier states and the District of Columbia would pay more in taxes than they would receive back in school-building aid. These are the states which have the least financial and building problems.

Thirty-seven states, including all the Deep South states, would be allotted more than they would have to contribute—thus equalizing facilities with the wealthier states. Georgia would receive one of the top amounts in proportion to its contribution.

Understanding fully the fear of federal control of the schools, the current proposal has not become involved yet in the segregation issue and protects local and

state autonomy. What is involved are children and the need to educate them.

Without federal aid, Georgia taxpayers are going to have to dig even deeper or deny their children the educational opportunities offered elsewhere. That is the choice which must be made.

Ike Asks Action On School Aid

Last Tribune Herald P.12-A
Washington D.C.

President Eisenhower urged Congress yesterday to activate his year-old Federal aid to school construction program.

In his budget message, Mr. Eisenhower proposed compressing his previously offered five-year grant-in-aid and borrowing plan into a four-year project which would include expenditure of these funds:

- Grants to states—$1.3 billion. (The printed budget erroneously set this figure at $1,250,000,000. The increase had been overlooked, Government officials said.)
- Purchase of bonds of school districts which cannot easily market them, $750 million.
- Grants to states for administration of state programs designed to increase public school construction and promote efficiency in such construction, $20 million.
- Advances to assist in establishing reserve funds for state school-financing agencies.

First year expenditure of the 4-year program is estimated at $451 million, of which $185 million would be in matching grants.

Mr. Eisenhower told Congress he later will send a special message "emphasizing the urgency of enactment of an adequate program of Federal aid for school construction."

The President added: "Today 31½ million children crowd the public schools beyond their normal capacity and enrollments are increasing by well over 1 million per year."

Congress was asked further for an immediate appropriation of $650,000 for grants to states to establish state committees to consider and stimulate action on problems of education beyond the high school.

Mr. Eisenhower said he also will submit legislation to provide $2.5 million in the year beginning July 1 to help the states develop programs to meet increasing enrollments in institutions of higher learning.

Hour 1-17-57

Federal Aid to Education Hits Two Roadblocks: Jim Crow And Trim the Budget Mandate

Dispatch Fri. 3-29-57 P.1
Oklahoma City, Okla.

WASHINGTON—(ANP)—Federal aid to education has been slowed up by a couple of serious roadblocks. First of all it is saddled with the old segregation issue, which it considers a dangerous source of troubles; and secondly it is faced with a new obstacle which has developed as a result of the growing pressure to cut the President's budget.

It is believed that the conservative groups in Congress who are making a strong drive for a reduction of Federal expenses are aiming some of their fire on the school bill.

It is feared also that an amendment which would deny any Federal aid funds to segregated schools would invite a southern filibuster in the Senate, even if the measure got past the House.

The House subcommittee on Education and Labor completed hearings on the measure Friday and planned to start writing a bill of their own this week. They went into a huddle behind closed doors Tuesday morning but declined to give out any information on what action was taken. They only announced that another executive meeting was scheduled for Wednesday.

There has been much speculation on the best strategy to use in getting this measure through Congress. It was originally agreed that House leaders would call up the civil rights proposal first in an attempt to divert fire from the civil rights phase of the school bill.

Later Speaker Sam Rayburn tentatively decided to ask the House to consider the school bill first. Some members think that it would be better to delay action on the school measure as long as possible. This will give time for the headline attention now being given to the budget issue to wane and make it easier to get the education bill through the House.

Dispatch P.2

While on the other side of the Capitol, Senator Holl (D.-Ala.), chairman of the Senate committee on Education and Labor said he plans to start no hearings on the school measure until the House sends over a bill.

Senator H. Alexander Smith (R. N.J.), chief administration spokesman on this issue, said G.O.P. leaders had hoped that the Senate would take the lead with the school measure, while the House was carrying the ball on civil rights.

These plans appeared to be contrary to the wishes of the Democratic leadership, he said, so it now seems that the Senate will have to wait on the House for the first move.

Hill claims that the Senate has taken this position because they have passed school bills several times only to see them die in the House.

"Look what happened last year," said the Labor Committee Chairman. "The House finally brought a bill to the floor, then got involved in a prolonged controversy, and finally killed it altogether."

He was referring to the school construction measure which was finally defeated by a coalition of Republicans and Southern Democrats, after the House had adopted the amendment offered by Cong. Adam Clayton Powell, prohibiting the use for federal funds to build schools which maintained a policy of segregation.

He claimed that the Senate committee already has great piles of testimony from previous years and could act promptly on a school bill if the House will send one over.

Our Opinions

Defender P.10
Sat. 3-30-57

The Aid To Education Bill

Chicago Ill.

The hearings on Federal aid to education have ended after some sixty witnesses of varying persuasions had presented their views. It is likely that the House subcommittee which heard the testimonies will recommend favorable action on the school construction bill. As submitted by President Eisenhower, the measure calls for $1,300,000,000 over a four-year period.

There were only two sharp conflicts of opinion on the issue as argued by the witnesses. Those in favor of the bill contended that only through Federal support could the need for more classrooms be met. The opposition held that there was no serious shortage and that local communities and state governments could take care of the needs without assistance from Washington.

Mr. Marion B. Folsom, Secretary of Health, Education and Welfare, and the spokesman for the National Education Association set the number of school buildings needed as high as 300,000. They argued that increased enrollments at the rate of 1,000,000 pupils annually make it difficult if not impossible for the communities to build schools fast enough. As a result more than 2,000,000 children are going to overcrowded classrooms and are getting an inferior schooling.

We do not question the validity of the arguments by the proponents of the bill, nor do we doubt for a moment the accuracy of figures submitted to the House subcommittee. We believe truly that Federal aid should be generously extended to the school communities that need it.

Our position is that Federal aid must not be extended to school communities which have refused to carry out the Supreme Court order on desegregation. We see nothing unreasonable in our stand. If the Administration were sincere in its postulate of racial equality, it would not only attempt to uphold the Supreme Court decision, but would use the school situation to force compliance with the integration decision. The least the Administration could do, would be to back quietly the Powell amendment by which Federal aid is denied to segregated schools.

We contend that Federal aid to education without some specific anti-racial safeguards not only nullifies the historic Supreme Court decision, but in fact finances school segregation. We will continue to oppose the bill as it now stands.

Ike Prods Hill On $2 Billion School Aid

Sen. Smith Agrees To Introduce Bill For Program Today

By Jeanne Rogers
Staff Reporter

President Eisenhower urged Congress yesterday to quickly pass Federal aid school construction legislation for the sake of America's future.

Heart of his total $2 billion loan and direct program is the request for $1.3 billion in money grants to states over the next four years. This increases his last year's proposal by $50 million.

In his third special message on the controversial school building subject since 1955, Mr. Eisenhower said the critical classroom shortage eventually could hamstring the Nation's freedom, its national security, its expanding economy and efforts for lasting peace.

Senator H. Alexander Smith (R-N. J.), top Republican member of the Senate Labor and Public Welfare Committee, said he will introduce a bill today carrying out the President's program. He said he expected nearly a dozen Republican co-sponsors.

The President made it clear he wanted his education proposal to stand on its own merits —"uncomplicated by provisions dealing with the complex problems of integration."

His similar Federal assistance school program died last year in a bitter House fight over an anti-segregation amendment.

There is every indication, however, that despite Mr. Eisenhower's plea, that the fight over the racial issue will be repeated.

The President said his comprehensive program of Federal aid now is designed to accomplish in four years what last year's proposal would have done in five. He urged Congress to authorize:

• Federal grants to States for school building at the rate of $325 million a year for four years—or a total of $1.3 billion. After the first year, the grants would be matched by the States.

Again, the President proposed that money be doled out on the basis of need—the biggest share going to States least able to finance their own schools.

This distribution is expected to produce another Capitol Hill fight since many Democrats favor an across-the-board allotment system proposed in a school bill authored by Rep. Augustine B. Kelley (D-Pa.). This plan would distribute $3.6 billion to States over the next six years on a per-pupil basis, with all States sharing according to school population.

Bond Purchase Plan

• A $750 million authorization over the four-year period for Federal purchase of local school construction bonds when school districts cannot market them at reasonable rates.

These loan funds would be made available to States on the basis of school-age population. Priority of need of local school districts would be decided by the State education agency.

• Advances to help provide reserves for bonds issued by State school-financing agencies. This would facilitate the issuance of these bonds to finance schools which would be rented and eventually owned by local school districts.

• Expenditure of $20 million in matching grants to States for planning to strengthen State and local school building programs.

The President underscored his feeling that the racial issue should not squash successful school aid law by saying:

"As I indicated in my message on the State of the Union, I hope that this school construction legislation can be enacted on its own merits, uncomplicated by provisions dealing with the complex problems of integration."

The educational task in this country—basically a State and local responsibility—is "unprecedented in its sheer magnitude," Mr. Eisenhower said.

The number of pupils in public schools has increased by 5½ million in the past five years, and will increase further by about 6 million in the next 5 years, the President said. In addition, he said, the number of young people seeking higher education will double—perhaps even triple—in the next 10 to 15 years.

The President said "the need for Federal assistance in eliminating this shortage (public school) is not theory, but demonstrated fact."

The rate of State and local construction, Mr. Eisenhower said, "is spotty, with noticeable lags in areas where needs are expanding most rapidly."

Mr. Eisenhower ended his first special message to this Congress on this note:

"In a Nation which holds sacred the dignity and worth of the individual, education is first and foremost an instrument for serving the aspirations of each persons. It is not only the

NIXON SIGNALS LOSS OF SCHOOL AID FIGHT

Vice President Has Given Up Hope For Measure

PHILADELPHIA, July 3. — (UP) — Vice President Richard M. Nixon threw in the towel for the Administration Wednesday night in its fight for passage this session of a Federal school aid bill.

Mr. Nixon revealed he had abandoned hope for enactment of the bill this year in a speech to the National Education Association convention.

"There is at best a 50-50 chance the bill will pass the House during this session," he said. "There is virtually no chance that it will pass the Senate before adjournment."

Mr. Nixon also read a message from President Eisenhower, who said millions of children are suffering from lack of adequate classrooms. The President recalled he had repeatedly urged a temporary program of Federal aid to help build more schools.

"This legislation should encourage greater state and local efforts for school construction and provide Federal help without Federal control under a limited program with a definite date of termination," the President said.

Mr. Nixon said the school legislation had made slow progress because of the segregation issue, "fear of Federal control" and debate over the formula for allotting funds to the states.

14d(1) 1957

No Other Way Out

Pro-American Lt

When Representative A. Clayton Powell came out of his conference with President Eisenhower during the campaign last November he announced that Mr. Eisenhower would no longer oppose passage of a federal school aid bill limiting funds to integrated school districts only. Baltimore Md.

Either Mr. Powell misquoted or misunderstood the President because Mr. Eisenhower last week was back in Congress with the same school bill he introduced in 1956.

There was one difference, and it's a big one.

This time the President would take $150 million of our tax money to bail out school districts which are finding it difficult to sell school construction bonds because of state legislation designed to defy the law. Sat 2-9-57

MR. POWELL immediately announced he will re-introduce his amendment which would withhold funds from school districts which have not made a reasonable start toward integration.

So we are right back where we were last year with the necessity of making a fight against the Eisenhower school bill unless it is properly amended.

The Eisenhower budget this year calls for the expenditure of a record-breaking $70 billion, an increase of some $5 billion over 1956.

This means more taxes and more inflation and more debt on which to pay the highest interest rate in history.

Secretary of Treasury George Humphrey says the President's budget can be cut and we think one place to begin that cut is on these proposed appropriations to school districts which refuse to comply with the Supreme Court ruling and obey the Constitution.

* * *

IT'S STRANGE but true that the President one day talks about upholding the Supreme Court decision (although he's never said he approved it) and on the next seeks to perpetuate Jim Crow with Federal funds.

All the political elements which combined to defeat the President's measure in the last Congress will have to be urged to do it again.

From where we sit now, there doesn't seem to be any other way out.

FEDERAL SCHOOL AID

Racial Rule Imperils U.S. School Aid Bill, Says Solon

Advertiser

WASHINGTON, Feb. 26 (AP) — An NAACP official asked Congress today for a "safeguard" against racial segregation in any school built with federal aid. 8-B

One member of the House Education subcomittee before which the official testified said he thought any anti-segregation provision in a school construction bill would kill it. Another member said it would be a "major obstacle."

Clarence Mitchell, director of the Washington Bureau of the NAACP, testified: Montgomery Ala.

"It is no exaggeration to say that the vast majority of colored citizens everywhere would regard federal financing of more segregated schools as a major national calamity." Wed 2-27-57

Rep. Metcalf (D-Mont.), a subcommittee member, said he believed an anti-segregation provision would kill a school bill.

And Rep. Haskell (R-Del.) said: "We know from a practical point of view it is going to be difficult getting a bill through, and throwing one more major obstacle in, it would be practically impossible."

The House adopted an anti-segregation amendment to a similar measure last year and then went on to defeat the entire bill. Rep. Powell (D-Ny), who introduced the amendment, has said he will offer another one this year.

Mitchell said the federal government has "the duty and responsibility" of seeing that funds are spent in a constitutional way.

Since the 1954 Supreme Court decision against racial segregation in the classroom, Mitchell said, eight states "have massed their resources for a major assault upon the Constitution of the United States" in balking at compliance with the decision. He named the states as Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina and Virginia.

Other witnesses included Mrs. William S. Shary Baldwin, L.I., N.Y., president of the New York State Federation of Women's Clubs. She said the New York Federation had passed a resolution against federal aid to education.

NAACP Fights School Aid Bill

Post & Times Herald P. 6-B

Wed. 2-27-57

Washington D.C.

An official of the National Association for the Advancement of Colored People asked Congress yesterday for a "safeguard" against racial segregation in any school built with Federal aid.

Mitchell

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Clarence Mitchell, director of the Washington bureau of the NAACP, testified:

"It is no exaggeration to say that the vast majority of colored citizens everywhere would regard Federal financing of more segregated public schools as a major national calamity."

Rep. Lee Metcalf (D-Mont.), a subcommittee member, said he believed an antisegregation provision would kill a school bill.

And Rep. Harry G. Haskell (R-Del.) said, "We know from a practical point of view it is going to be difficult getting a bill through, and throwing one more major obstacle in it would be practically impossible."

The House adopted an antisegregation amendment to a similar measure last year and then went on to defeat the entire bill. Rep. Adam Clayton Powell (D-N. Y.), who introduced the amendment, has said he will offer another one this year.

The subcommittee is studying several bills which would authorize Federal grants in aid to help the states build needed classrooms.

"We are in favor of Federal aid, provided it is going to be spent in accordance with the law and not be used for the illegal purpose of building segregated schools," Mitchell said.

Other witnesses included Mrs. William S. Shary, Baldwin, L. I., N. Y., president of the New York State Federation of Women's Clubs. She said the Federation opposes Federal aid to education.

Mrs. Paul Blanshard, Washington representative of the Unitarian Fellowship for Social Justice, urged the committee "to report out the most generous bill possible."

N.A.A.C.P. Asks Curb On U. S. School Aid

Courier Journal Louisville Ky. Wed 2-27-57 P. 2

©New York Times News Service

Washington, Feb. 26.—The National Association for The Advancement of Colored People asked Congress to stop all federal school funds to states that defy the Supreme Court's decision against racial segregation in public schools.

The association's spokesman, Clarence Mitchell, declared, "Teaching the doctrines of racial superiority or maintaining segregated schools is as dangerous as teaching the doctrines of communism."

He appeared before a House education subcommittee studying school-construction bills.

Racial Rule Imperils U.S. School Aid Bill, Says Solon

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Georgia Wants No Aid If Schools Are Fettered

Constitution Washington Bureau

WASHINGTON, Feb. 25—Georgia's $200,000,000 school building program was explained today to a House subcommittee considering legislation for federal aid for school construction.

George P. Whitman Jr., chairman of the State Board of Education and the State School Building Authority, told the subcommittee that he is opposed to federal aid for school construction if it means federal control.

Assistant State School Supt. Claude Purcell told the panel that under Georgia's authority financing plan, which was put into operation in 1951, a total of 10,650 classrooms have been built or projected.

Local school systems have built 2,700 additional classrooms and 1,100 more have been built with federal aid, Purcell said.

Georgia now spends 53 per cent of its total state income for education, with more than 10 per cent of that allocated for capital outlay, Purcell said.

However, the assistant state superintendent said, Georgia still is far short of its classroom needs.

The estimated total classroom needs as of Jan. 1, 1957, were 5,340, Purcell said.

"In spite of the extensive effort made to house Georgia's school children, it is evident that state and local resources are insufficient to provide the school facilities needed to adequately house Georgia's school children," Purcell told the lawmakers.

"It is obvious that additional funds are needed from some source if total current needs are to be met." he said.

Whitman testified:

"We would like all the money we can get to educate our children, whether it be for teachers' salaries, school buildings, transportation to and from school, textbooks or any other part of their education.

"The majority of the people in Georgia are not willing to take federal money if it means federal control of our schools.

"We feel if we took federal money it would mean federal control."

In addition to Whitman and Purcell, other Georgians at the hearing included Paul Sprayberry, Cobb County superintendent and former president of the GEA; Herb Robinson of Dawson, head of the State School Principals Assn.; Cecil Story, Warner Robins principal; John Sims, director of the State School Building Authority; G. Arthur Howell, attorney for the authority; Harold McNabb of Albany, president of the GEA; Fred Blackburn of Thomson, R. G. Williams of Americus and E. C. Mitcham, Meriwether County superintendent from Chipley.

Senate GOP 'Objective' On Schools

United Press

The Senate Republican Policy Committee is taking the unusual step of distributing a summary of arguments for and against President Eisenhower's program of Federal aid for construction.

It is far from normal practice for the Senate GOP organization to spell out points that could be used in opposition to one of the President's proposals. This 21-page document was prepared by the Committee's staff for Republican Senators.

In an accompanying letter, Chairman Styles Bridges (R-N. H.) said the booklet stemmed from suggestions that Senate Republicans be provided objective summaries of the pros and cons of proposals coming before Congress this year.

The National Education Association meanwhile struck back at one organization which, it said, is in opposition to aid. NEA accused the United States Chamber of Commerce of distorting Government statistics on the national classroom shortage and proposing "paper classrooms for real kids."

The Senate document compares the Administration's proposed $1.3 billion, 4-year school program with the $3.6 billion 6-year plan backed by some Democrats in the House. It sets out arguments for the Administration bill as against the House Democratic version and vice versa.

It also outlines arguments for and against the general idea of Federal aid for educatio nand discusses whether the proposed Federal aid would be temporary, as proposed, or permanent.

Other sections contain the pros and cons of the disputes over an anti-segregation rider on school legislation and whether Federal aid should be available to Catholic schools.

A House Labor subcommittee has been holding hearings on both Democratic and Republican school bills and is expected soon to vote on the question. Democratic and Republican bills have been introduced in the Senate, but the Senate Labor Committee has not yet begun hearings.

rightfully headed the subcommittee considering the school construction bill. He was stripped of its seniority at the reorganization of this 85th Congress, supposedly because he had supported Eisenhower and Nixon.

He tried again this week to recapture his seniority rights, but the attempt was unsuccessful. A motion was offered at a closed committee session Tuesday to reconsider the vote for Powell's chairmanship. The motion was reportedly defeated by a vote of 21-4.

The vote to adopt a rule allowing the committee chairman to name sub-committee heads without regard to seniority was approved two weeks ago by a margin of 19-9. Powell called the first vote "discrimination" when committee chairman Graham Barden of North Carolina by-passed his name in the selection of subgroup chairmen.

Powell Stands Pat On No Federal Aid To "Jim Crow"

WASHINGTON (ANP) -- Congressman Adam Clayton Powell served notice on his colleagues Wednesday that he would press for the passage of his school bill with its anti-segregation provision despite opinions that it would sound the death knell for the entire federal aid program.

The Democratic Representative, who supported the Republican candidates for President and Vice-president last year, made this declaration before the House Education Subcommittee.

The New Yorker urged the committee to consider his bill, in spite of argument that the Powell Amendment killed the school construction bill in the last session of Congress.

Powell is the third ranking Democrat member of the House Education Committee, and should have

14d(1) 1957

FEDERAL AID

Folsom Sees Enactment Of U. S. School Aid Bill

Post & Times Herald Sun. 5-5-57 P.1-B

Washington D.C.

By Phil Casey
Staff Reporter

Secretary of Health, Education, and Welfare Marion B. Folsom said yesterday he believed the "emergency" Federal-aid-to-education program would be approved by Congress.

Speaking at an education meeting of the Associated Harvard Clubs, holding their 60th annual meeting at the Mayflower Hotel, Folsom said, "Every responsible survey" has shown a great and increasing classroom shortage. The states and communities, despite increased building programs, cannot meet the increasing demand for classrooms, he said.

"In the final analysis," he said, "I believe a program so vigorously supported by the President and by both party platforms and by such an evident majority of the people, will be enacted."

States and communities reported "for three years in a row that schools are overflowing with about 2¼ million children above capacity," he said. He added there was no danger of Federal interference in school programs because the money would be only for building. By the time the school was opened, "there would be no Federal connection whatsoever," he declared.

Roy E. Larsen, president of Time, Inc., said despite vastly increased spending for education in communities throughout the country "the education crisis continues, with still bigger problems ahead than any we have yet faced." Some communities have found they've reached their spending limit and used up all their credit in the attempt ot meet education demands, he said.

Dean Francis Keppel of the Harvard School of Education warned that the shortage of classrooms and teachers was "a permanent condition." He deplored a tendency to think of the problem as one of "a floodtide of babies" who will someday soon "crawl back down the beach again."

Neil H. McElroy, president of Proctor & Gamble, said a problem more serious than that of natural resources decreasing was the problem of "supplying leadership people" to solve the threatening shortages. More and better educational facilities are needed to train the people needed, he said.

Dean Paul M. Herzog of the Harvard Graduate School of Public Administration said efforts must be made to counteract the "lack of interest in public service." He suggested that instead of stress on the "obligations, beauty and security" of public service, stress be laid on "the excitement of it, the importance of it . . . that it's a tremendous lot of fun . . ."

At a luncheon meeting, Roger M. Kyes, former Deputy Secretary of Defense and now vice-president of General Motors, was presented the Army highest civilian award—the Award for Exceptional Civilian Service.

Powell also said today's vote was not an accurate test of sentiment for the amendment, He said some committee members voted against it because they believed the measure never would reach the House floor "if the amendment was attached prematurely."

The proposed amendment was offered by Rep. Stuyvesant Wainwright (R., N. Y.), an opponent of the school construction program.

Adoption of such an amendment unquestionably would lead to a repetition of last year's fight. School aid legislation was killed then in a dispute over the segregation proviso and proposed methods for distributing the aid funds to the states.

President Eisenhower, who has pinned an urgent label on the measure, has appealed to Congress to vote the school bill up or down on its merits and not to become involved in what he called the "extraneous" segregation issue.

woud have barred federal funds under the bill from going to school districts not obeying the Supreme Court mandate against public school segregation of Negro pupils.

Antisegregationists now plan to offer the amendment again when the bill comes to the House floor. A similar move by Powell succeeded on the floor last year, and the measure went down to defeat.

Powell said in a statement issued by his office that he was deliberately staying away from the committee sessions until the anti-segregation amendment was disposed of.

The New York Negro congressman said he was absenting himself because he did not want to support "the Powell amendment" before the bill got to the House floor. Adoption of the rider in committee, he said, could cause the bill to be killed in that committee or by the Rules Committee, and "I want federal aid to school construction."

Chairman Barden (D-NC) called the committee back into an afternoon executive session as the group neared the end of its work on the bill.

The house group has already given tentative approval to main provisions of the measure to set up a two-billion-dollar, five-year federal aid program to help build classrooms.

As it now stands the legislation is a compromise between versions pushed by President Eisenhower and by Democrats. It would distribute 400 million dollars a year for public school building, half according to need and half according to the number of school age children in a state.

Eisenhower and some other proponents of school aid have said an antisegregation provision has no place in this measure.

Wainwright denied he had any intent to hurt the bill's chances of passage when he offered his amendment. Also, Roosevelt said an antisegregation provison "won't defeat the measure" because he said those who are against it are "against it anyhow."

Despite heavy 1956 campaign oratory in both parties about the need for a federal school aid bill, many congressmen say they oppose the measure aside from any issue of racial discrimination which might be involved.

Some legislators say they fear federal control over schools if the bill becomes law. Others say the states and localities are as able or more so than the federal government to provide money for school buildings and that all the bill would do would be to redistribute funds at extra cost to the taxpayer.

And generally harmful to prospects for the measure's passage at this point, it is agreed, is the continuing congressional drive to hold down federal spending.

Mixed School Aid Rider Defeated

Post-Herald Washington D.C.

Plan To Limit U. S. School Help Loses

Tues. 5-7-57

WASHINGTON, May 6 (U.P.)—The House Education and Labor Committee today voted down 16-to-10 a proposal to deny federal building funds to school districts which defy the Supreme Court's 1954 integration decision.

But Rep. Adam Clayton Powell (D., N. Y.), who authored a similar plan last year, promptly renewed his warning that he would offer the proposal again when the pending $2 million dollar school aid bill reached the House floor.

Powell said in a statement that he deliberately stayed away from today's session. He said adoption of the anti-segregation amendment now merely would result in the bill being bottled up either in the Education committee or in the house Rules Committee.

School Bill Integration Move Balked

Advertiser Montgomery, Ala.

Tues. 5-7-57

Amendment Sought To Deny Funds For Construction

WASHINGTON, May 6 (AP)—The House Education Committee today turned down a move to put an anti-segregation amendment into the big federal school construction bill.

Rep. Roosevelt (D-Calif) reported the closed-session vote was 16-10 against the amendment. It was offered by Rep. Wainwright (R-NY) with backing from Roosevelt and Rep. Wier (D-Minn).

The amendment, similar to one proposed by Rep. Powell (D-NY),

Integration Constitution Forces Shape Floor Fight

Tues. 5-7-57

Atlanta Ga.

By C. P. TRUSSELL

(Copyright 1957 by The New York Times Co.)

WASHINGTON, May 6—A proposed denial of federal funds to school construction projects where local or district officials refuse to integrate classes was defeated by the House Education Committee today. The vote was 16-10 against such a plan. If the program reaches the House floor, another test will be made.

The last time a similar showdown was drawn, the House insisted that federal aid not be given to areas that defied the Supreme Court decision for integration. The whole $2,000,000,000 program later died on the house floor. Southern anti-integregation forces played a large part, and were helped by northern and western votes.

POWELL STAYS AWAY

Today the house education committee met early to take up the problem again. Rep. Powell (NY), who had sponsored such banning amendments in the past, stayed away deliberately. He indicated in an early morning statement that past performance if followed again spelled another defeat for the whole program. He expressed hope that no colleagues would try to get an anti-segregation amendment into the bill before it left the committee.

If an anti-segregation amendment got through the education committee, Powell asserted, the bill would run into a blockading movement within the house rules committee, which decides on which bills may go to floor for consideration.

The chairman, Rep. Howard W. Smith (Va.) and other senior Democrats of the rules committee are from the South.

2 JOIN FOR BAN

Today a Democrat and a Republican from the North, Rep's. James Roosevelt, (D-Calif.), and Stuyvesant Wainwright, (R) of Suffolk and Nassau counties of New York, locked arms to put an anti-segregation amendment through. They were beaten, but Wainwright said that he would carry the fight to the house floor.

Powell said that he was taking this year the advice given him last year by proponents of the school construction aid bill. He was taking this advice, he said, because the $2,000,000,000 program with his anti-segregation amendment lost then. He said he hoped it would win this time.

President Eisenhower is backing this program strongly. At the same time he is still warning against the dangers of a pressing for anti-segregation amendments that have killed past whole programs. General Eisenhower contends that this measure, important to the success of his legislative program, is no place for fighting out an anti-segregation issue.

No Integration, No Federal Aid

It is quite evident in the present world situation that the United States is facing the most critical period in its history, to be or not to be the democracy the entire world thinks it is and looks to for moral leadership. Presently in the Congress are two pieces of legislation, one dealing with Civil Rights and the other with Federal Aid to Education. Both pieces of legislation are being scuttled, stymied and blocked Southern politicians whose major claim to fame is to make a mockery of democracy insofar as Negroes are concerned. Quite childishly these Southerners only want to obey certain laws, the ones they approve of in emotionally charged legislatures where the emphasis is on white supremacy, and not democracy.

This unhealthy state of affairs in eight southern states is not only a drawback to democracy but a menace as well. In other words Rome (The U. S.) is burning while Nero (the South and Ike) fiddles. Communism is making most of the gains for the friendship of the darker peoples of the world (and two-thirds of the people of the world are colored) while we debate in this country whether or not the Negro is going to be treated as a full fledged American citizen and human being with race crazy politicians who have nothing to offer their constituents but white supremacy in its vilest forms. Coincidentally in these eight states ignorance and poverty run rampant.

Some constituents are beginning to find out that just being white does not automatically make one intelligent, wealthy and healthy. They know that education is necessary to clear the fears, the doubts, the fables and myths of Southern custom in order that the South may develop to its fullest potential.

Not only is education important in the South, it is important all over the nation. With Russia making giant strides in educating the masses within its borders the U. S. realizes it will be hard pressed if our vast educational system, teachers, facilities and students are not improved. We are slipping off the pace in our educational program in the U. S. and this has been recognized in a bill now before Congress. This bill, which proposes Federal Aid to Education, is meeting with much opposition from the Southern politicians.

Because our position on the Federal Aid to Education bill is essentially the same as Cong. Adam Clayton Powell and the NAACP, "no funds to the outlaw states who refuse to abide by the U. S. Supreme Court ruling declaring segregation unconstitutional" we are hereby reprinting in the following excerpts from a recent NAACP pamphlet which states quite clearly its position on the legislation.

"The National Association for the Advancement of Colored People strongly endorses President Eisenhower's proposal for legislation to make federal funds available to the states for school construction, provided these schools are made available to all children—irrespective of race—in accordance with the United States Supreme Court ruling of May 17, 1954.

The President has asked for more than two billion dollars to assist the states in the construction of public schools. The NAACP seeks an amendment to the President's proposal specifying that federal funds be made available only to school districts which have made a start to comply with the Supreme Court ruling.

There are eight states which have stubbornly refused to allow any school district within their borders to begin desegregation of public schools. In each of the remaining 40 states integration has either been achieved or a start towards desegregation has been made.

The NAACP supports the anti-segregation amendment and urges its enactment because:

- The United States Supreme Court has declared segregation in public education illegal and unconstitutional.
- Segregated schools mean inferior schools for Negroes.
- The federal district courts have no power to initiate action to secure desegregation; they can act only in response to costly suits filed by parents.
- The National Administration has failed to indicate that executive authority would be invoked to withhold federal funds from segregated schools.
- States which have enacted legislation deliberately to evade the law of the land are not entitled to receive federal aid.
- Duplication of facilities required by segregation is economically wasteful; the government has no right to waste the people's money.
- Enactment of the school aid bill without the anti-segregation amendment would encourage the eight states to continue their defiance of the Supreme Court. They would use federal aid to strengthen their segregated school systems.
- The anti-segregation amendment does not deny federal funds to any law-abiding state or school district.
- It is unfair to use the taxes of the overwhelming majority of law-abiding citizens to support the prejudices and illegal actions of a law-defying minority.
- Federal benefits are inseparable from compliance with federal law.
- To pass the federal aid to school construction bill without the amendment is to repudiate the United States Supreme Court and to subsidize defiance of the law.
- Segregation is immoral as well as illegal.
- There cannot be one law for the nation and another for some states in the Nation; there must be one law for all.

The NAACP recognizes the pressing need for more schools throughout the Nation. It believes that the federal government has a responsibility to aid the states in building more schools to meet this urgent need.

The question today is whether eight states can determine national policy. They cannot do so if the supporters of the federal aid bill go to work on the representatives of the states with integrated school systems. There is where the votes are. These votes are not committed to the maintenance of segregated schools. If these votes are already against federal aid, amendment or no amendment, then the bill is in danger; but neither its danger nor its possible defeat can be blamed on the amendment.

Called State's Ripest

Dade Schools Target Of Integration Push

Miami Herald P. 1-C Wed. 1-16-57 Miami Fla.

A state-wide inter-racial group said Tuesday that its headquarters would be moved from Daytona Beach to Miami where its No. 1 project will be to desegregate Dade County schools.

The Florida Council on Human Relations, which is made up of some of Florida's leading white and Negro citizens, made the announcement at a meeting at Bethune-Cookman College, a Negro institution in Daytona Beach.

The decision to move to Miami came after Miss Alice MacVicar, a retired Dade County school supervisor, said she believes a majority of Dade citizens are ready to move toward school desegregation.

Miss MacVicar, who lives at 2971 SW 2nd Ave., said she reflected the views of a majority of the Dade County Council for Community Relations — an affiliate of the state organization.

The Florida Council on Human Relations was formed in March, 1955, to help Negro and white citizens work for the peaceful school integration.

Miss MacVicar said an official of the American Friends Service Committee, who assisted in the desegregation of Washington, D.C. schools, termed Miami as "the city in the South ripest for desegregation of the public schools."

Its Miami members include the Rev. Caxton Doggett, pastor of Rader Memorial Methodist Church; Dr. H. Franklin Williams, vice president of the University of Miami; Hollis Rinehart, Miami attorney and member of the State Board of Control; and Mrs. Stanley Milledge, wife of Circuit Judge Stanley Milledge.

Citizens Unit Fights P-TA Racial Stand

Times Union Dec. 9-10-57

TALLAHASSEE, Sept. 9 (AP) — Members of the Florida Assn. of Citizens Councils are being urged to join Parent-Teacher Assns. so they can help combat any integration moves.

The plans were announced today by Homer Barrs, executive administrator of the state organization, following a meeting of the Citizens Council directors.

Barrs said the directors had adopted a resolution criticizing the Florida Congress of Parents and Teachers for urging repeal of the school segregation provision of the State Constitution at its 1956 convention.

The Congress had said the school segregation provision was ineffective legally since the U. S. Supreme Court had ruled that schools should be integrated.

The council said it hoped the state P-TA congress would reverse its stand on the segregation provision at its next session.

The directors also denounced the civil rights bill enacted by the last congress.

Teachers Begin Work Monday

Times - Union P. 1 Sun. 8-18-57 Jacksonville, Fla.

The teachers of Duval County, school principals and other administrative personnel will meet Monday beginning at 9 a.m. in the local schools. Teachers will report to the schools assigned. The first day has been scheduled for opening routine matters according to Dr. J. I. E. Scott, Director of Negro Education.

The 10 day pre-planning schedule is designed to give the teachers an opportunity to meet and discuss in detail, problems based on the concerted subject area fields. More time will be devoted to working out techniques to improve instruction during the current term.

THEME ANNOUNCED

The theme for this year's session will be "What Can We Do About What They Say." The theme is the outgrowth of what can be done to improve the caliber of high school graduates, and will be used as a focal point for discussion for grades 1-12.

Discussions will be based upon a survey conducted in all of the colleges of the state and their finds in various subject areas.

During the pre-planning, the teachers will work out plans for the entire year to cover what the colleges say in regards to the students and where improvement is badly needed.

ELEMENTARY THEME

Prof. James H. Argrett Sr., is coordinator of the elementary school group which has as its subtheme "Learning in a Scientific Age." General and group meetings will be held at the 33rd and Pearce Street Elementary School Aug. 22-23. Prof. Henry W. Jenkins Jr., and his faculty will serve as host.

Inspirational speaker will be Dr. Jutte T. Garth. The complete program will be announced.

The personnel of the secondary schools will meet Aug. 26-27 at New Stanton High School.

The general theme is "What Can We Do About What They Say." Prof. William T. Herper is chairman of the pre-planning committee. Charles D. Brooks, principal of New Stanton High School will serve as host for the two day session.

Speaker for the session will be the Rev. Roger P. Fair, chaplain and chairman of the department of Philosophy and Religion at Bethune-Cookman College, Daytona Beach.

Members of the administration, scheduled to appear on the various programs are Ish Brant, Superintendent of schools; Dr. C. E. Anderson, Director of Instruction; Dr. J. Irving Scott, director of Education in Negro Schools and other supervisors and school board members.

Leon Negro School Bid Again Filed

Times-Union Wed. 8-7-57 Jacksonville Fla.

The Times-Union Bureau

TALLAHASSEE, Aug. 6—A petition submitted for the second time by the Negro Inter-Civic Council was acknowledged and filed for reference today by the Leon County school board. P. 18

Signed by the council's 16-member executive committee, the petition asks the school board to "advise the council as to what plans have been made or are being considered for a good faith implementation of the U.S. Supreme Court mandates, and if no positive plan of action has been formulated to date, then approximately when a reasonable start towards full compliance may be expected."

The petition was dated June 29. It also had been submitted April 29.

The board approved the purchase of 18 moving pictures for the county's visual aid library at a cost of $1,331.

A change order in the construction of a new cafeteria in Leon High School was granted for an approximate cost increase of $750.

Architects on the project reported foundation excavations struck a spring.

3 Race Measures Adopted by House

Times Union P. 1 Jacksonville Fla.

TALLAHASSEE, Oct. 8 (UP)—The House, after hours of wrangling, passed bills today to automatically close any Florida school to which troops are sent in a racial crisis and permitting parents to take their children out of integrated schools.

The lower chamber also passed a bill by Rep. William Maness of Duval supplementing the so-called parent option measure by reducing to a token $1 fine the penalty for removing children from school in violation of compulsory attendance laws.

The vote: 78-4 on the troop bill; 71-6 on the Maness bill and 70-12 on the parent option measure.

Back to Senate

The bills now go to the Senate which has already passed a "last resort" school suspension bill twice rejected by the House.

The House delivered two death blows to a more drastic school suspension bill, authored by Rep. Gordon Frederick of Seminole, but left it open for another vote tomorrow to revive it.

The bill, rejected by a House committee 10-8 earlier in the day, would suspend public schools to sidestep integration and permit leasing of the facilities to private interests. Dec. 8, 10-9-57

Frederick could not muster the required two-thirds vote to override the unfavorable committee action. But the House agreed before adjourning until 10:30 a.m. tomorrow to reconsider the vote against the bill.

Frederick had attempted to substitute his bill for a compromise measure recommended by the House committee, but the members voted instead for a second substitute proposed by Rep. Roy Surles of Polk embodying the provisions of the parent option bill. This allows parents to take children from integrated schools without running afoul of compulsory attendance laws.

Maness said his bill was intended as a supplement to the Surles parent option bill. He called it a bill "for those people who say when they reach the last ditch: 'I would rather sit in jail than send my children to an integrated school.'"

The bill allows a jury to reduce the maximum penalty of $100 fine and or 90 days in jail to a token $1 fine.

Moody Is Sponsor

The house passed the bill automatically closing schools if troops are called out after Rep. James Moody of Hillsborough, who sponsored it, declared:

"I think the people all over the state were upset over the action of the President in the Little Rock situation . . . I think they want us to pass this bill."

The school would remain closed until troops were removed, under the bill's provisions. It also provides that school boards may transfer students from the closed school to schools outside the county.

INTEGRATION STEPS DOUBTED IN FLORIDA

Pupil Assignment Law Is Cited By Educator

PANAMA CITY, Fla., Oct. 11. —(AP)— Florida's superintendent of education said Friday he believes Representative Bob Sikes (D., Fla.) is incorrect in his feeling that the next attempt to integrate public schools will be made in Florida.

"These allegations are untrue," said Thomas B. Bailey of Tallahassee in a newspaper interview. "Far from it, Florida's pupil assignment law is the best legal weapon against integration of schools that has been devised.

"If the pupil assignment law does not stand up, there is little legal hope" to avert integration, he added.

The school superintendent also addressed more than 1,300 teachers attending the annual convention of the Florida Education Association's District Two.

Another speaker, J. Oliver Emmerich, publisher of the McComb, Miss., Enterprise-Journal, told the teachers Russia's greatest threat to America lies in the field of education.

"The Russians are not as ignorant as we think they are," said Mr. Emmerich, who recently returned from a State Department-sponsored tour of Russia.

"History is being measured in the balance and education is the testing point. The Russians mean to accomplish their objec-

Voice Of The People

Herald Sat. 4-13-57

State Balking On Integration

Miami, Fla.

Editor The Herald: It was disconcerting to read statements attributed to United States Attorney Brownell in an interview in Jacksonville. P.16-A

BROWNELL played an amazing ignorance of the true facts.

When Brownell stated that he credited Florida officials with showing a reasonable attitude in regard to racial matters, he displayed an amazing ignorance of the true facts.

Even now, as our Legislature meets, bills are being proposed which, if passed, will result in interposition or deliberate non-compliance with federal law.

Bert Collier said in The Miami Herald, "Florida's legislators are about to consider telling the U. S. government that the Supreme Court mandate on mixed schools will never be accepted in this state."

Further, the "unmasking" of agitator John Kasper was not accomplished by a Florida legislative committee, as suggested by Brownell, but by a series of articles written by New York Herald Tribune writer Robert S. Bird.

With regard to the "right to vote" — it would appear that Brownell is unaware of the situation in Liberty County, where Negroes withdrew their names from registration lists following the burning of crosses.

It augurs little promise of a successful federal program in the field of civil rights if our Attorney General is so easily satisfied.

HELEN BERCKMANN

MIGRATION GAIN IN SOUTH NOTED

Times-Picayune

Sat. 4-13-57

Demographic Turning Point Seen by Hitt

New Orleans, La.

(Special to The Times-Picayune)

ATLANTA, Ga., April 12 — The South, once known for its population "export," may have joined the West as an "importer" of new citizens, a historian said here Friday. P. 42

Dr. Homer L. Hitt, director of the Louisiana State university institute of population research, said this was pointed up in 1949-50 census figures.

His observations were made in his presidential address Friday before the Southern Sociological Society's annual convention.

Hitt said the inter-regional migration of 1949-50 reflected the rapid urbanization and industrialization of the South which made this region an importer of population for the first time since the War Between the States.

It may mark a turning point in America's Demographic history, Hitt said.

Hitt based his observations on figures only recently released by the bureau of the census, adding some other analyses present different conclusions, which have produced some confusion.

Bureau of the census figures, he said, indicate that during 1949-50 the South experienced a net migration population gain of 114,270. This was arrived at, he said, by figures indicating a movement of 688,380 persons into the region and the departure of 574,110 persons.

"If such a gain were to continue for a decade," the sociologist added, "The region's population would increase by the substantial figure of more than a million."

This was the only other region to show a gain in the same period, Hitt stated, with the Northeast and North Central areas sustaining net decreases through inter-regional migration.

Three other members of the LSU sociology department were scheduled to participate in Friday program. They were Dr. Roland J. Pellegrin, associate professor; M. Lee Taylor, graduate assistant, and Dr. Paul H. Price, associate professor and associate rural psychologist.

Racist School Act Buried in Senate

Herald Thurs. 4-25-57

Miami, Fla. P.10-A

By JOHN B. McDERMOTT
Herald Political Writer

TALLAHASSEE — A controversial bill to allow public schools to be shut rather than integrate white and Negro students was quietly detoured to a Senate committee here Wednesday where it faces almost certain death.

The maneuver caught segregation extremists napping. Before they realized what had happened, the measure was securely locked in the education committee's hands.

Only Sen. Charley Johns of Starke even noticed the diversion — and his reaction came almost an hour late.

When Johns rose to fight the committee reference, proposed by Sen. Newman Brackin of Crestview, a two-thirds vote of the Senate was needed to withdraw it.

And that, he and everyone else knew, was just about impossible.

The Education Committee, headed by Sen. L. K. Edwards of Irvine and with such members as Joe Eaton of Miami, E. William Gautier of New Smyrna, Ted Cabot of Fort Lauderdale, Fred Dickinson Jr., of West Palm Beach and others is almost certain to butcher it.

The bill would give county school boards the authority to close schools "as an emergency measure" subject to a referendum in the individual counties.

The Senate already is on record with 100 per cent backing of segregation in schools — but the more conservative members have wanted to avoid such a drastic disruption of the public school system as proposed in this bill.

Bill Proposes School Closing By Local Vote

Montgomery, Ala. Adv.

Live 4-16-57

TALLAHASSEE, Fla., April 15 (AP)—The Florida legislature was asked today to allow local authorities to suspend public schools by referendum vote if necessary to preserve racial segregation.

The bill, which has been endorsed by Atty. Gen. Richard W. Ervin, is expected to touch off a hot fight. It is expected to draw the vigorous opposition of Gov. LeRoy Collins and the Florida Education Association.

The proposal would allow any local governing authority to call a referendum on the matter upon receiving a petition signed by 15 per cent of the qualified voters affected.

Introducing the bill were three north Florida senators—Sen. Hair of Live Oak, Hodges of Cedar Key and Johns of Starke.

In the event a public school is suspended the county school board would be required to provide for education of the pupils affected by transferring them to another school in the county or adjoining county.

Or the county school board would pay the parents of the pupils affected a sufficient sum to allow them to attend a private school. Any school which was suspended could be reopened by another referendum vote.

The bill was put in as the legislature suddenly became absorbed with a batch of bills dealing with segregation.

A Senate committee considering a House approved interposition resolution was told by Sumter Lowry that a strong interposition resolution would "halt integration in its tracks." Ervin also appeared in favor of the resolution, which is opposed by Gov. Collins.

The legislature was told by an investigating committee that the Communist party is trying to stir up racial trouble in Florida.

At West Palm Beach

Herald P. 2-A

Choate to Hear More Segregation Cases

Miami, Fla.

Wed. 5-8-57

Federal Judge Emett C. Choate, who has made several basic decisions in Miami in cases involving segregation issues, will consider two more within the next 2½ weeks in West Palm Beach.

Choate opens a regular session of Federal Court there Wednesday.

One integration case has been brought by a Negro attorney, William Holland, for his 6-year-old son. He challenges the constitutionality of Florida's pupil assignment law.

Judge Choate has ruled that for the first time the Negroes have come up with a case where there is a clear issue in the pupil assignment controversy.

The issue is whether Negroes in Palm Beach County are being forced to attend substandard schools.

Holland contends the Pleasant City School, which his son attends, is sub-standard, hence the pupil assignment law is unconstitutional.

A smmilar suit brought in Dade County was dismissed twice by Choate for the lack of a clear issue. His decision has been appealed to the Fifth Circuit Court in New Orleans.

Another Palm Beach integration suit seeks to open the municipal golf course to Negroes.

Choate has declared segregation rules at golf courses of the City of Fort Lauderdale and the City of Miami unconstitutional, and has ordered them opened to Negroes.

Both cities have appealed the decisions.

Negro's Nomination Stirs Feud

Herald P.1

Miami, Fla.

Wed. 5-8-57

By DORIS McABEE
Herald School Writer

School trustees have nominated a Negro principal of either a white or Negro school, but the School Board doesn't think much of the recommendation.

The recommendation is the latest step taken by Trustees Robert F. Riley and Sam I. Silver in their current fight to overrule Supt. Joe Hall's demotion of Edna DeVaux, Negro

principal, to a classroom teaching job.

Both trustees believe Hall has not given enough reason for transferring Miss DeVeaux from A. L. Lewis Elementary School to Carver Elementary last February and later deciding not to recommend her for reappointment as a principal next year.

Riley made a motion Monday that "in the event the principal of A. L. Lewis Elementary School has been previously appointed by the School Board, that we reaffirm our nomination of Edna DeVeaux for principalship of any school where a vacancy exists or may occur."

Hall asked, "By any school, do you mean white or Negro?"

Riley replied, "I said any school."

Silver seconded the motion and it passed. Chairman Robert C. MacDonell, third trustee, dissented. The trustees act in an advisory capacity to the school board.

R. P. Terry, Miss DeVeaux's attorney, said Tuesday he was "awaiting the board's final decision" but would file suit unless the board reinstates Miss DeVeaux as a principal.

The board previously upheld Hall's decision to demote Miss DeVeaux but later consented to study the matter further.

Three of the five board members — Mrs. Anna Brenner Meyers, Mrs. Helene Vosloh and Dr. Robert S. Butler—indicated Tuesday that they would not approve Miss DeVeaux as principal of a white school.

Florida House OKs 'Last Resort' School Bill

TALLAHASSEE, Fla., May 14 (AP)—Voting in the face of a likely veto by the governor, the Florida House today passed the "last resort" bill to permit public schools to be closed rather than integrated.

The vote was 57-36. The bill now goes to the Senate where sentiment appears to be about evenly divided.

Branded the "dumbest major legislation introduced this session" and defended as "a democratic means for making a choice between alternatives," the bill stirred some of the strongest debate of the session.

Atty. Gen Richard Ervin has asked for the measure, contending it would be another legal weapon to head off integration in schools.

Gov. Collins and State Supt. of Education Thomas Bailey have fought it. Collins said he feared it would jeopardize the pupil assignment law of 1956 under which the state's schools are operating segregated.

The bill would provide for a referendum on the question of closing schools or other public facilities on a petition of 25 per cent ot the people affected. Local governments, after receiving the petition, would decide whether to hold the referendum. The facility would be closed on a majority vote and state funds would be provided to allow pupils to attend private schools.

Opponents said the pupil assignment law might be knocked down by court order because of the last resort bill.

While the House was concentrating on the "last resort" bill, the Senate passed and sent to the House a bill to make it unlawful for the National Assn. for the Advancement of Colored People to remove its membership and financial records from the state.

'Last Resort' Segregation Bill Dealt Setback By Florida Solons

TALLAHASSEE, Fla., April 25 (AP)—The "last resort" segregation bill alowing localities to suspend public schools rather than accept racial integration was dealt a major setback today when the Senate refused to lift it from a committee.

By a vote of 22-16 the Senate voted to leave the measure in the education committee.

The public school suspension plan is backed by Atty. Gen. Richard W. Ervin but is opposed by Gov. Leroy Collins and the Florida Education Assn.

Collins told his news conference last Saturday "I would never approve a plan to abolish any public school anywhere."

The bill won unanimous approval of the judiciary committee last week, but yesterday Sen. Brackin of Crestview moved to return the proposal to the education committee. Brackin referred to the bill only by number and there was no objection.

Sen. Johns of Starke made the move today to reconsider the vote of Brackin's motion, saying members hadn't realized what the bill was.

"This is the school segregation bill," he declared.

"It gives us a legal means if our courts, I mean the U.S. Supreme Court—I don't have anything to do with that court—says we have to integrate our schools." Johns declared.

The bill permits residents of any locality upon petition of 15 per cent of the people to have a referendum on the question of suspending the schools.

If a school is suspended, pupils can be transferred to schools in another district or another county or the state can pay the parents money to send their children to a private school.

Brackin told the Senate he made the reference motion in good faith because "I think the education committee should study any bill which would abolish our free public schools."

An identical bill in the House also has been transferred from the committee it was assigned to. Connor referred the bill to the institutions committee, but education forces had it switched to the education committee.

Florida Governor Vetoes School Segregation Bill

Florida's governor Leroy Collins vetoed the school segregation bill last week, saying it was "extremely broad and by no means restricted to integration in public schools."

Collins said the bill sought to authorize any local governing authority to suspend operation of any public facility or institution and that it would be a "come-on to the professional agitators and extremists.

"The act would be the spring board and stimulant not only for race baiters and bigots, but even worse, it could be the weapon of vindictive, scheming and unscrupulous elements bent on venting their spleen for personal reasons only," Collins stated.

Collins called it not the "last resort" bill but the "first resort for the agitator," and said he viewed the bill as "wholly unnecessary."

He said that under the present school code, authorities had the power to adopt regulations for emergency and to provide for the the closing of schools during an payment if instructional staffs.

School Board No Comments Integration

School Board members once again Wednesday refused to make any statement on possible plans to desegregate Dade schools in response to a request from the Dade County Council on Community Relations.

Already the target of a suit filed by parents of eight Negro children to have them admitted to white schools, the board has been advised by school attorneys to say nothing more than "no comment" on the segregation issue.

In further action Wednesday the board:

AWARDED the school accident insurance program to the American Health Insurance Co. of New York through the Bierman Insurance Agency, Inc., of Miami. Policies will be made available for $1.50 per year.

CHANGED the name of Lindsey Hopkins Vocational School to Lindsey Hopkins Educational Center because of the addition of many new courses which are not strictly vocational.

APPOINTED William R. Wilson, teacher and business manager of athletics at Miami Edison High School, as Edison's new dean of boys.

Miami segregation suit hearing set

MIAMI, Fla., Dec. 14—(AP)—Federal Judge Joseph P. Lieb will rule Monday on motions in a Dade County suit designed to end racial segregation in public schools.

G. E. Graves Jr., attorney for Negro parents who filed the suit, said he is pushing for an early hearing on the issues involved in the 18-month old suit. If his motion is granted, a trial date may be set in February or March.

Lieb also will hear arguments filed by the Dade County School Board which asks dismissal, contending it no longer segregates pupils on the basis of the Florida constitution provision against mixing races in public schools.

The school board says it is governed by a new law giving boards power to assign pupils where they are best fitted.

The suit was brought in 1956 by Theodore Gibson, Negro, in behalf of his son, Theodore Jr.

Judge Emett C. Choate previously granted dismissal of the suit on grounds it raised no issue for the court to decide but he was overruled by the Fifth Circuit Court of Appeals and the case was returned here.

Convention In Orlando Is Today

Just Solution Asked For Racial Problems

By DORIS McABEE
Herald Staff Writer

Dade County delegates to the Florida Congress of Parents and Teachers indicated Monday they will take a middle-of-the-road stand on the school segregation issue.

The racial question is claiming top billing at the convention opening today in Orlando.

In the forefront of the issue is Dr. Henry C. Fox, principal of Little River Elementary School and chairman of the platform committee.

Fox's committee has drafted a plant calling for "intelligent cooperation with schools and other governmental authorities in each community toward a just solution of the complex problem of segregation in the public schools."

The statement, however, has been criticized by several White Citizens Councils throughout the state which have urged PTA branches to push for a solid segregation plank.

Fox, however, declared:

"We take the position that we are ready and willing to cooperate if asked. We don't attempt to say what stands should be taken."

Mrs. Dorothy Mitchell, past president of the Dade County PTA Council said "scattered efforts were made to delete the proposed segregation plank from the platform but no locals would vote for it."

And Mrs. Abraham Haiduck, legislative chairman of the North Beach Elementary PTA, reported that some members in her group even favored "taking a more positive approach" to the issue by substituting the word "desegregation" for "segregation" in the plank.

"We feel the present wording takes a negative approach to integration," she said.

Thus far, the pro-segregationists have made little headway in forcing a strong color line plank. Fox noted that only about 30 parent-teacher groups of the 899 in the state have made suggestions for revising the proposed stand.

Pre-convention indications are that pro-integrationists are willing to go along with the moderate approach and will raise their voices only in opposition to a concerted move by rabid segregationists.

"As far as I know there has been no effort made to start a pro-integration campaign," said Bill Williams, executive director for the Florida Council on Human Relations and the Dade County Council on Community Relations.

"I think our basic idea is to head off segregationist action and try to avoid any strife. We don't want to precipitate any further problems."

The fuse on the powder-keg issue will not be ignited until Wednesday morning when the platform comes up for discussion. The vote is scheduled at Thursday morning's session.

Other proposed planks at the convention call for provision of adequate local funds for public schools, development of programs suited to abilities of all pupils, opposition to unwholesome literature, and support of the United Nations.

Mrs. Ralph Hobbs of Cataula, Ga., vice president of the National Congress of Parents and Teachers, will deliver the keynote address at tonight's opening session. She will speak on the theme of the meeting "Growing Toward Mature Responsibility."

Reapportionment or Integration?

South Watching Florida Legislature

By JOHN L. BOYLES
Chief of Our Capitol Bureau

TALLAHASSEE—The Florida Legislature, only state assembly coming back into special session, will be watched throughout the South and the nation when it convenes at noon Monday.

BOYLES

The legislators must decide whether to calmly go about the business of rewriting a new constitution and considering a compromise plan for reapportionment or succumb to pressure from extremists who are trying to inflame the session with segregation proposals.

Gov. LeRoy Collins will address a joint assembly of the House and Senate before leaving for Washington where he will join four other southern governors in a conference with President Eisenhower Tuesday to work out a solution for the withdrawal of federal troops from Little Rock and the answer to the whole integration problem.

Gov. Collins is expected to urge the lawmakers to refrain from considering any new segregation bills at a time when southern governors are trying to mediate with the president.

Attorney Gen. Richard Ervin, a strong proponent of the "last resort" bill in the 1957 session to allow local communities to close schools to avoid integration, has voiced opposition to a revival of the proposal now because "it would do more harm than good."

Several strong segregationists in the legislature have concurred.

Most important phase of the proposed new state constitution is a controversial plan to reapportion the legislature, increasing the Senate from 38 to 45 members and the House from 95 to 114.

Opponents of the plan say it fails to provide a bigger voice for the more populous areas and would result merely in increasing the cost of the legislative branch of government.

Gov. Collins and leaders of both houses contend it is the best compromise that can be obtained now to end the two-year-old reapportionment fight.

Another key change in the constitution would provide for the secretary of state to become acting governor instead of the Senate president in the event of the governor's death.

Florida Would Close Up Schools if Troops Came

By Earl Mazo

TALLAHASSEE, Fla., Oct. 22.—Gov. LeRoy Collins has signed a bill closing any public school in Florida to which Federal troops may be sent to enforce integration. The bill was passed by the special session of the Legislature which Gov. Collins had urged not to concern itself with segregation matters.

The measure was understood to be the "least vicious" of a series of ultra-segregation bills proposed at the session Gov. Collins had called to revise a section of the state constitution dealing with the formula by which legislative districts are apportioned.

Members of the Legislature, stirred by the Little Rock troubles, injected segregation proposals over Gov. Collins' objections.

Among measures that were stopped before enactment was a replica of the "last resort" bill which passed the regular legislative session last winter, but was vetoed by Gov. Collins.

This bill said to be the "most vicious" one proposed, would set up the machinery whereby any school would be closed if there was a "threat" that it might be integrated.

Gov. Collins said the bill closing schools where Federal troops become involved was not necessary since the power for such action already exists. He said he signed it because, "it has always been my feeling that no public free school has any business being operated under circumstances of violence and disorder beyond the control of local and state police authorities."

"It is almost ridiculous to assume that any sound educating could be carried on under the pressure of armed guards, and as a parent I would rather have my children at home," he added.

Gov. Collins is one of the best known Southern proponents of moderate attitudes toward the racial problem. He is also chairman of the Southern Governors Conference.

2 Bills Hit Integration In Florida

TALLAHASSEE, Fla., Oct. 8 (UP)—The Florida House of Representatives today passed and sent to the Senate a bill under which schools would be closed automatically if troops come in to enforce integration.

The House also passed a so-called "parent-option" bill reducing to a $1 token fine the penalty for removing children from school in violation of the compulsory attendance law during racial crisis.

"LAST RESORT"

The Senate has already passed a "last resort" bill, twice rejected by the House, which would provide for abolishing the Public school system, if necessary, to avoid court-enforced integration.

A House committee earlier today rejected a similar proposal but the House agreed before adjourning to reconsider it tomorrow morning.

The House committee instead favored a substitute proposal containing features of the parent-option bill, described as a bill "for those people who say when they reach the last ditch: 'I would rather sit in jail than send my children to an integrated school.'"

REDUCED PENALTY

This bill would allow a jury to reduce the penalty from a maximum of $100 fine or 90 days in jail to the $1 token fine.

Rep. James Moody, who sponsored the proposal for automatically closing a school if troops are sent in, said, "I think the people all over the state were upset over the action of the President in the Little Rock situation."

Phone Call About Integrating Proves Hoax

CRESTVIEW, Fla., Oct. 10 (AP)—A telephone caller told officers today that "we are going to integrate Crestview High School." Word got out and an estimated 100 white persons milled around at the school.

No integration attempt was made and officers said the threat was a hoax.

The caller was quoted as saying, "we are going to integrate Crestview High School. We are expecting protection."

The call came to the police department, and the information was passed on to Sheriff Ray Wilson. Officers said the caller identified himself as a Nagro major named Carney stationed at nearby Eglin Air Force Base but that he hung up before giving any other details.

Col. W. S. Evans, chief public information officer at Eglin, said no Negro officer with the name or a similar name was stationed at Eglin or any of its auxiliary fields.

Florida Clears Closing Plan For Schools

TALLAHASSEE, Fla., Oct. 8 (AP)—The Florida House passed three special measures in rapid order today but beat back three more attempts to pass a last resort bill as time grew short in the special session.

One of the three measures enacted would require Florida schools closed when federal troops are ordered on duty to prohibit violence or unrest. It was introduced by Rep. Moody of Hillsborough and had 69 other co-sponsors.

Another of the three was the "parent option" bill to permit parents to withdraw their children from integrated schools.

The third was a bill requring jury trials for persons accused of violating the state's compulsory school attendance laws and directing that the jury use mercy in the fine. This would automatically drop it to $1 from a maximum of $100 and 90 days in jail.

The three separate defeats for the last resort bill came during the House's two-hour consideration of anti-integration legislation.

It rejected two motions by Rep. Frederick of Seminole to adopt a modified version of the last resort and then beat down a new move by Rep. Cross of Alachua to introduce the Senate-approved last resort bill. A two-thirds majority is necessary for introduction, but the Senate last resort bill could get only 54 votes for to 29 against. The House last week had rejected it twice.

The vote on Monday's bill was 78-4.

Proposal to Abolish Schools Opposed by Florida Governor

Journal + Constitution P. 13-A
Sun. 1-13-57
Atlanta, Ga. 14d(1)

'Wise Solution' to Segregation Problems Can Be Found, He Says

By CHARLES HESSER
Staff Writer, The Miami Daily News
Special to The Atlanta Journal-Constitution

TALLAHASSEE, Fla., Jan. 12—At the conclusion of Gov. LeRoy Collins' inauguration speech—he devoted nearly half of his 30-minute talk to racial problems—one wag remarked, "Well, I suppose that means the kids will ride to school integrated and attend school segregated."

But that was an over-simplification of the governor's remarks.

Collins said the U.S. Supreme Court decisions are the law of the land, but he added in his opinion segregation in Florida's public schools would continue in the foreseeable future. He declared that through its recognition of local conditions and problems, the court did not make integration of the schools compulsory.

He also indicated there would be some integration of such public facilities as bus lines and perhaps parks and beaches, but only if both whites and Negroes were agreeagle.

The governor sees a division of the segregation problem—he puts the schools in one category and bus lines and other facilities in another—just as the Supreme Court did. Where the court recognized local conditions in ordering integration of the public schools, it knocked out segregation on the buses with no ifs, and or buts.

Sensitive About Schools

Collins feels that where integration is concerned the people are most concerned, most sensitive, about the schools. The Supreme Court apparently took the same view.

"A problem we are facing, and one which I feel I must discuss quite frankly," Collins said upon his inauguration, "is the matter of racial segregation about which the entire South has been upset, bewildered and confused since the 1954 decision of the United States Supreme Court in the case involving integration in the public schools."

"It is important that those who would criticize us should understand that we in the South have not been a lawless people. Guided by a long line of Supreme Court decisions approving the 'separate but equal' doctrine, the Southern States were under the impression that they were not proceeding in violation of the United States constitution."

Collins said the South was not prepared "for psychology and sociology suddenly to be placed on the judicial scales, overturning long-established legal precedents and seeking to wipe out three generations of human attitudes, traditions and customs based thereon."

But, he asserted, it would do no good to defy the court—"It is little short of rebellion and anarchy to suggest that any state can isolate and quarantine itself against the effect of a decision of the United States Supreme Court."

The governor reasoned, however, the decisions of the high

FLORIDA

tribunal, with regard to public schools, "do not make the integration of our schools compulsory. They recognize to a degree local conditions and problems."

Of all the Southern states, Collins declared, he believes Florida has provided legislation which best will enable it to live honestly, honorably and peacefully with the "two great realities facing us: The court decisions and the social and economic conditions existing in the South."

Offers Assurance

"It is my judgment that these laws—in line with the court's recognition that local conditions must be taken into full account—give us assurance that there will be no integration in our public schools so long as such is not wise in the light of social, economic and health facts of life as they exist in the various localities of our state," Collins declared.

"Because of these laws and because of conditions in communities throughout Florida, I continue to say that our traditions and customs of segregation in the public schools can be expected to prevail for the foreseeable future."

Collins said he would do every thing within his power to see that the laws are carried out.

He was refering to legislation to preserve segregation which was enacted by last summer's special session. Included were the pupil and teacher assignment laws and the authority for Collins to take whatever steps he thinks necessary to preserve order

There is talk in legislative circles that the 1957 session will be asked to enact even more stringent measures, including one that would abolish the public school system rather than submit to integration.

But this drastic step is opposed by Collins, the State Board of Education, many county school boards, teacher and parent-teacher groups.

Broadening his discussion of segregation, Collins declared "attitudes become increasingly important as we deal with the whole field. And we should admit that our attitude generally in the past has been obstructive all along the line."

The governor said: "We must be constructive and practical. White and colored citizens alike must see wrong on their side as well as right. Our strength to support the right is weakened if we arbitrarily refuse to admit the wrong."

Resents Methods

As an example, Collins said he was "convinced that the average white citizen does not object to non-segregated seating in buses—any more than he objects to riding the same elevators with Negroes or patronizing the same stores. He does resent some of the methods being used to achieve certain ends."

Collins added, "boycotts, ultimatums and premptory demands can never achieve what persuasion, peaceful petitions and normal judicial procedures can do for the Negro race."

Following an eight-month boycott of Tallahassee buses by Negroes, and their subsequent attempt to ride where they pleased, Collins suspended service in the capital city Jan. 1 to avoid violence.

The governor said he would order service resumed when he felt it could be done without any violence or demonstration by either side.

Collins is expected to follow this same pattern in the future when attempts are made to integrate buses or other public facilities. That is, the integration process will be permitted to proceed, provided it does not produce violence. If it does, it is anticipated Collins will step in with his police powers and act as he did in the Tallahassee bus case.

Collins said he believed a "wise" solution could be found to segregation problems "if the white citizens will face up to the fact that the Negro does not now have equal opportunities; that he is morally and legally entitled to progress more rapidly, and that a full good-faith effort should be made forthwith to help him move forward in the improvement of all his standards."

The governor added, "The Negro also must contribute by his own attitude. In the first place, he should realize that he must merit and deserve whatever place he achieves in a community. He should strive to be wanted. He should strive to avoid being resented."

How Are Negroes Faring in Miami Integration Cases?

Herald Sun. 1-20-57
Miami, Fla. P. 6-A

By RONALD T. YORK
Herald Staff Writer

The first of six integration suits now in U.S. District Court in Miami goes to trial Monday—10 months after it first was filed.

Another is set for trial in March, 17 months after it was filed. The other four cases are maturing rapidly.

14d(1)

How are Negro petitioners making out since the Supreme Court threw out the "separate but equal" doctrine?

What direction is each case taking, and what will be their outcome?

Here's how the cases stand today — nearly three years after the first high court ruling outlawing public school segregation.

Set for trial Monday is a suit brought by four Negroes against the City of Fort Lauderdale. They want a declaration of the rights of all concerned — Negroes, the city, and golf course manager — on the municipal golf course.

Judge C. C. Wyche, visiting Miami from Spartanburg, S.C., will hear the case without a jury.

The second case will be tried March 4 before Judge Edgar S. Vaught, visiting Miami from Oklahoma City, Okla. It was filed last March 24 by five Negroes.

They object to segregation rules at Miami Springs Country Club course, Miami's municipal course. Negroes may golf there now on Mondays, but want the run of the course throughout the week.

G. E. Graves, Negro attorney who has filed five of the six cases, has moved for summary judgment. If the court rules in favor of the Negroes solely on the basis of their petition and the city's answer, no trial will be needed. No date for hearing of the summary judgment motion has been set.

The other cases haven't come so far.

Suit for integration of the West Palm Beach municipal course has been accepted, and the city has answered. Four Negro golfers want segregation rules there declared unconstitutional, and the rights of the Negroes and the city outlined by the court.

No trial date has been set in the West Palm Beach case.

Appeal of Judge Emett C. Choate's dismissal of a suit for integration of Miami Transit buses appears certain. Although Choate, in a ruling from the bench, declared city and state segregation laws unconstitutional, the city has answered the suit — obviously with an eye to further litigation. Suit was filed Oct. 12.

Choate told the city beforehand that regardless of what the city answered, the bus segregation question had already been decided by the high court. He ruled Miami Transit Co. out of the action.

With an appeal, mixed seating on buses could be maintained until summer or early fall, which is estimated to be the soonest Circuit Court in

New Orleans could handle the appeal.

Two school integration cases have been filed — one against the Palm Beach school board and one against the Dade board.

In the Palm Beach case in which Florida's pupil assignment law is attacked as unconstitutional, Choate has ruled that for the first time the Negroes have come up with a case where the constitutionality of the law is at issue.

Despite pleas by plaintiffs that he handle it alone, Choate called for empanelling of a three-judge court to hear all phases of the case. Federal law requires a three-judge bench decide whether any laws are unconstitutional.

Bitterest argument has surrounded the Dade school case. It was twice dismissed by Judge Choate for lack of a clear issue.

Graves appealed the latest dismissal to the 5th Circuit, asking that Choate be required to hear the case as it stands.

Throwing out the case Dec. 3, Choate asked for a "justifiable issue." He told Graves he wants one clear-cut case where a Negro child was barred from a white school for reasons of color alone.

Graves contends the state's pupil assignment law — the same law being attacked in the Palm Beach case — is so ingeniously contrived that he can't produce such a specific instance.

District Court judges here have let their stands in the cases come through clearly in pre-trial dickering. Judge Joseph P. Lieb in one case frequently asked Graves if he was sure he was going about things the right way and if a judgment would give his clients the relief they want.

Choate has let it be known that in his court, the Supreme Court's decisions are the laws of the land. Litigants know by his comments from the bench that if cases are brought properly, the Negroes will get what they want.

Are the federal court delays undue?

A study of court files and dockets show the integration cases are running about par for the course. Pre-trial maneuvering and dilatory tactics are all provided for by rules of procedure of U. S. courts. All civil cases now are coming to trial anywhere from six months to a year after filing, depending on their complexity.

Any more integration cases ready to be heard may be set for trial at a docket sounding of all remaining civil cases in April.

GRAVES CHOATE

Judge Rules Not To Oust Racial Suit

MIAMI, Fla., Jan. 31 (AP)—U.S. District Judge Emmett Choate yesterday turned down a request for immediate dismissal of a suit seeking to end segregation in Palm Beach County public schools.

He gave the Palm Beach Board of Education 30 days to file a formal answer to the desegregation suit. The complaint was filed by William M. Holland, West Palm Beach Negro attorney, who contends that his son is being barred from a white school because of his color.

Holland's suit attacks the constitutionality of the Florida pupil assignment law, which gives county school boards complete authority to send pupils to schools for which the board deems them best suited.

DELAYED UNTIL SUMMER

Choate indicated it will be "summer at the earliest" before the Holland case can be tried because of the court's crowded calendar.

Holland's suit contends that his son is being required to attend what he termed a substandard Negro school, Pleasant City, instead of being permitted to attend a first class all-white school, Northboro.

The Pleasant City school is about four blocks from the Holland home and the Northboro school is about 29 blocks away. But Holland contends that white children who live just across the street from him attend the Northboro school.

The school board raised two legal questions in its motion for immediate dismissal. It contended that the court's jurisdiction had been prematurely invoked because the assignment law has not yet been interpreted by the courts and that Holland had not exhausted all administrative remedies before going to court.

TO RULE LATER

Choate said the court could rule on those points at the time of the trial.

He observed that "the board up there is apparently running two different types of schools." He said there seems to be a first class school for white pupils and a "substandard" school for Negro pupils.

The judge noted that the pupil assignment law is at issue in a Dade (Miami) County desegregation suit now pending before the 5th Circuit Court of Appeals in New Orleans. He indicated he would like to have the appeal court's reaction to the assignment law before ruling in the Palm Beach case.

Choate dismissed the Dade County suit on grounds that it did not present a clear cut issue and Negro attorney G. E. Graves Jr. appealed.

Wins Heritage Award

Rep. John Orr Honored For Lone Racial Stand

State Rep. John B. Orr Jr. of Miami, who stood alone in the Florida Legislature and voted against school segregation, has been named by the fund for the Republic as winner of an American Heritage award.

ORR

The 37-year-old Miami attorney will receive the top national award at a banquet Thursday night in Washington's Mayflower Hotel.

Several Miamians nominated Orr for the distinguished award which cites him as the person best exemplifying the American heritage during 1956.

Chairman of the fund's selection committee was retired Maj. Gen. James Dean, famed Korean war hero and author.

The fund, sponsored by the Ford Foundation, will recognize Orr's stand on racial segregation which the Miami legislator attacked as "repugnant" and immoral.

ther, an attorney, had charged the attendance districts were "capriciously carved" to preserve segregation.

The board told the court it is now operating solely under the pupil assignment law, and not Florida's previous "separate but equal" statutes.

'Last Resort' Bill Blasted

TALLAHASSEE, Fla., May 13 (AP)—The "last resort" bill to permit closing of public schools to avoid integration was branded today "vicious, unnecessary and unwarranted legislation" which might actually speed up integration instead of preventing it.

The House fought for more than an hour over the measure but carried it over until tomorrow when it became obvious that much more debate will be forthcoming. The Senate has not considered the bill.

Supporters of the bill apparently held the upper hand in the House today. But opponents did succeed in tacking on an amendment which would require a petition to be signed by 25 per cent if there is a showdown on the integration issue.

Passage of the Measure was seen as another blow to Gov. Leroy Collins, who said the Bill might jeopardize the state's pupil assignment law. The law has succeeded thus far in stemming integration.

The controversial "Last resort bill not go to the the senates where it is given an even chance of winning approval.

Even should the bill ge through the Legislature, however, Collins is expected to veto it, and the House vote Tuesday indicates proponents would have a hard time mustering the two-thirds majority to overcome a veto.

PB Seeks to Halt Integration Suit

By RONALD YORK
Herald Staff Writer

The Palm Beach County school board moved again in federal court Thursday to dismiss a suit which seeks integration of county schools and attacks Florida's pupil assignment law as unconstitutional.

In answering a suit brought by parents of a 6-year-old Negro boy, the board said the boy's admission to the white school "would endanger the health and safety of the children enrolled there."

The law was used last fall to deny 26 pupil applications to go to schools other than those to which assigned. White students filed 21, and five were filed by Negroes, the board said.

The board also denied that the Negro Pleasant City school is "substandard," a charge in which Federal Judge Emett C. Choate has expressed interest.

The board claims the Pleasant City school, and the all-white Northboro School, to which the petitioner wants to go, were built in the '20s, are similar in facilities, and have qualified instructors.

The Negro student, William Holland, lives three-tenths of a mile from the Negro school, but would have to go 1½ miles to the Northboro School, the board charged. Holland's fa-

of those affected before local governments could call a referendum on whether the public facility should be closed.

When the House recessed overnight it was a life or death question for the bill.

Supporters of the bill have not taken their turn in the debate.

"Last Resort" Bias Bill Is Passed By Florida House

TALLAHASSEE, Fla.— (INS) — The Florida House of representatives passed by a 57-36 vote Tuesday the so-called "last resort" segregation bill which would permit the closing of public facilities

Florida Legislators Are Under Pressure Of 'Pros and Cons' in Segregation Issue

Last of two articles

By Robert E. Baker
Staff Reporter

At one time the Florida Legislature seemed willing to try out—gingerly and with no pushing please—a comparatively moderate road toward compliance with the Supreme Court's school desegreation decision.

But today it is a touchy situation with the legislators now in session in Tallahassee.

On the one hand, they have a Goveronor in LeRoy Collins who staunchly insists that no defiant or reactionary laws be passed, and Collins was placed solidly into office on a moderation stand by Florida's greatest vote in history.

But on the other hand, the legislators are subjected always to the dogged pressure of defiant segregationists, a vociferous, dedicated and organized group, for tough laws aimed squarely at keeping segregation at all costs.

Loyalty to South

Add to this a deep feeling of loyalty to other Southern States which have reached with emotion to the issue at hand, and the pressures are great.

It was this loyalty which erupted recently when the Legislature, amid pleas to follow Virginia's lead, passed an interposition resolution declaring the Supreme Court's decision "null and void."

The legislators were surprised later to find out their interposition resolution was stronger than Virginia's which had no "null and void" in it.

But either way, most of the lawmakers privately considered the resolution only another protest, and they hoped it would satisfy the hunger pangs of that defiant element of folks back home.

Most newspapers in Florida deplored the interposition action, although the Tampa Tribune reprinted an editorial from the Richmond (Va.) News Leader which stated the action was glorious indeed. But an attempt to put the editorial in the record of the Florida Senate was blocked.

"Local Option" Bill

One bill working its way in the Legislature is strongly backed by Attorney General Richard W. Ervin, whose plea before the Supreme Court in the desegregation cases is considered a classic for moderation but now apparently has hardened. He fostered Florida's interpretation resolution.

Ervin's bill, in effect, would allow a community to vote to close its schools if desegregation occurred. This is North Carolina's "last resort local option" bill and it is here that Gov. Luther Hodges of that State and Collins parted in their efforts to create a climate of moderation.

Collins strongly opposes it, and that will mean a veto if it should pass. Pass the House it did this week by a vote which would not be sufficient to override the veto, but, before that, it must get through the State Senate and the sledding there might be tougher. Even Attorney General Ervin, who denies he has hardened a bit, predicts it will not become law.

Florida too has its bills which are designed to stop racial litigation activities of the National Association for the Advancement of Colored People. They are whipping through the Senate, but the House seems concered about some of them, primarily because the House is loaded with lawyers who see dangers to their own profession.

Governor Holds Support

At this time then, the Governor's call for moderation is generally holdin gits own and Florida as yet has not dashed down the road of defiance, following in the smoke and dust of some of her southern neighbors.

But it is a delicate thing, this balance now holding in Tallahassee, and observers feel any provoking incident—like an abrupt court decision which legislators would feel was pushing them too far too fast—could send the lawmakers into flight.

The balance is even more delicate because the Legislature does not necessarily represent the will of the majority of the people. Apportionment is the problem, because the makeup of the Legislature today is basically the same as in 1885, when North Florida was the populous area and South Florida an empty land.

But today South Florida has the centers of population, with the influx of Northerners, the phenomenal tourist trade and settlements for the Nation's retired, as well as an industrial bonanza. North Florida is Deep Southish, rural and conservative.

Inequity in System

The apportionment inequity is wondrous to behold. Dade County (Miami) in the South has 750,000 persons and one State Senator. Jefferson County in the North has 10,000 population and one State Senator. The Legislature is controlled by les shtan 20 percent o fthe State's population.

And so the great population areas which sent Collins and his moderation into office with such a victory do not rule the Legislature and, instead, the folks in Northern and rural areas, who distrust moderation somewhat, do.

Nevertheless, the Northern legislators have not yet been panicked into defiant action. Actually, they have shown they can recover from bombshells.

For example, one of Dade County's men in the State House of Representatives is John B. Orr Jr., 37, from an old and honored Miami family.

After his first election to the House in 1955, he was accused of swearing falsely to a non-Communist oath. The House held a hearing and Orr, a brilliant orator and fighter, emerged with flying colors.

Calls for Integration

In the Democratic primary last year, he won handily over opponents who viciously attacked him on the race issue. During the special session last August, he calmly spoke unequivocally for integration and threw the House into a tizzy. More than that, he revealed he was a card-carrying NAACP member and not sorry, either.

This would have been more than any lesser Southern Legislature could stand, but again Orr romped through the general election and returned recently to the House where a segregationist speaker promptly named him Chairman of the important House Labor Committee and a member of the powerful Appropriations Committee, where he is respected by his colleagues.

As yet, the Legislature has stepped lightly, compared to some others, in the field of desegregation, influenced by a Governor who practices and preaches moderation as a solution and who apparently represents the majority of Floridians.

But the lawmakers are not controlled by the moderate areas in Southern Florida, nor are they beholden to the Governor who so far has refused to wield some of the political rubber hoses inherent in his office, even gently.

They seem to be willing, at this moment, to try the Governor's way, or at least to tolerate it, rather than to succumb to the great pressures for all-out defiance.

House OKs 'Last Resort' School Segregation Bill

See Roll Call, Page 8-A

By JOHN L. BOYLES
Herald Staff Writer

TALLAHASSEE — The Florida House Tuesday passed "the last resort" bill to allow local communities to close public schools to avoid integration, 57 to 36.

Rep. John B. Orr Jr., only legislator to oppose prosegregation measures in the special session last summer, drew heavy applause from members of the House when he warned the bill would "provoke violence and provoke the immediate overthrow of segregation."

Orr had received only a cold, silent reaction to the speech he made last summer in protest against the so-called Fabisinski bills.

Despite the margin of victory for the bill in the House, little chance is seen for it to become law.

The same measure is bottled up in the Senate Education Committee and Gov. LeRoy Collins has indicated strongly he will veto any bill designed to abolish public schools.

As the bill finally passed, it provides that 25 per cent of the eligible voters in a county or school district may petition for a referendum to decide whether schools or other public facilities should be closed as a last alternative to avoid integration.

Several amendments to put safeguards in the bill were voted down as Rep. William Chappell of Ocala, co-author of the bill, argued it was imminently needed to preserve states rights and home rule.

Rep. Cliff Herrell blasted the bill as one creating a "bogey man under the bed that will jeopardize the peace and tranquility of this state."

Rep. Thomas D. Beasley, assailing the Florida Congress of Parents and Teachers is opposed to passage of the bill, said it could influence the federal courts to void Florida's pupil assignment law adopted last summer to preserve segregation.

Rep. Ralph Turlington of Gainesville called the bill "the dumbest piece of major legislation to come before this House," and referred to it as apparently having been "made up by somebody in Harlem and some good Southern sucker got hold of it."

Senate Approves NAACP Registering

TALLAHASSEE — (UP) — The Senate passed unanimously Tuesday a bill requiring the NAACP to register with the secretary of state and open its financial and membership records to inspection by the attorney general at any time without notice.

The bill is a part of the package program offered by a legislative investigating committee designed to curb the NAACP's legal aid activities in connection with school segregation suits.

The Senate also passed another bill in the package which prevents any person with a direct interest to offer assistance or money in the prosecution of a law suit.

Florida Bills Curb Books On Sex for School Use

TALLAHASSEE, Fla., May 30 (AP)—The Senate has passed bills restricting sex books in public school libraries and imposing severe penalties for putting obscene materials into the hands of youngsters.

The sex book measure, by Sen. Johns of Starke, provides that any material intended for school libraries relating to sex habits, sex phenomena or sex education must first be screened by the Courses of Study Committee or the Textbook Rating Committee and also the county school board.

The bill, which went to the House, also provides for an advisory committee or from five to 15 parents of school children to help the school board in determining whether material dealing with sex shall be approved.

The material under consideration by the school board also would have to be put on display for the public for a period of at least 30 days prior to its approval.

A House-adopted bill, which would make it a felony to put obscene material into the hands of youngsters under 17, was passed without discussion and sent to the Governor.

The bill sets up a maximum penalty of five years in prison and a fine of $2000.

It would make display of obscene material where it could be seen by youngsters presumption of intent to sell to them and possession of six or more prohibited articles prima facie evidence of violation.

2 Vetoes By Collins Are Upheld

By JOHN L. BOYLES
Herald Staff Writer

TALLAHASSEE—The Florida House beat down a strong segregation attempt Friday to override Gov. LeRoy Collins' veto of a bill that would have permitted communities to close public schools as a last-ditch effort to avoid race mixing.

The vote was 48 to 42, far short of the required two-thirds necessary to override the veto.

And the Senate upheld Collins' veto of a whisky-price-fixing bill by a vote of 31 to 5 after Sen. Charley Johns, one of the governor's stanchest political foes, praised Collins for having the courage to veto the bill.

The so-called "last resort" bill to preserve segregation, supported by Atty. Gen. Richard Ervin, had passed the Senate, 26 to 11, and sailed through the House, 57 to 36, but lost ground after Collins called it a "first resort for the agitators."

Rep. William Chappell of Ocala, author of the bill, argued in an effort to override the veto that its purpose was to maintain peace rather than to foster violence.

Johns took the floor to back the governor in his veto of the whisky-price-fixing measure.

"The governor is to be congratulated for having the intestinal fortitude to veto this bill," Johns declared.

Collins said the bill "is an attempt to use the police powers of the state for private purposes contrary to the Constitution of Florida and in clear derogation of our American system of free enterprise."

The price-fixing bill would have authorized the state beverage director to establish minimum whisky prices.

School Chief Shrugs at Integration Order

By JOHN B. McDERMOTT
Herald Political Writer

Integration of White and Negro children in Florida public schools is still "years" away despite a decision of the U.S. Supreme Court overthrowing the pupil assignment law in Louisiana.

That was the view Tuesday of Thomas D. Bailey, state school superintendent, and Richard Ervin, Florida's attorney general. The Louisiana law was, in effect, declared unconstitutional Monday.

Both feel the Florida pupil assignment law differs sufficiently from Louisiana's as to require a separate high court decision as to its validity.

"And we have been led to believe that it will be several years before we get around to that," Bailey told The Herald.

Ervin said there is no question in his mind that a vast difference exists between the two laws.

Florida, like North Carolina, has a law which allows the county school boards to assign pupils to schools on a basis of qualifications, location and other factors, Ervin pointed out. But it specifically avoids any reference to race.

Edward F. Boardman, attorney for the Dade County School Board who recently argued a pupil assignment case before the Federal Appeals Court in New Orleans, said the Louisiana law "flies right into the teeth of the U.S. Supreme Court's integration decisions."

Unlike Florida, the Louisiana law actually set up white schools for white children and Negro schools for Negro children, he said.

The high court's decision in the Louisiana case was made Monday. It was passed over with but scant public attention. However, by Tuesday school officials in most of the Southern states were sitting up and taking notice.

Immediate reaction throughout the South was much the same as expressed by Bailey and Ervin.

All Dixieland states, including Louisiana, are holding firm in the belief that the decision will not speed integration.

In New Orleans, officials said the state's public schools are still "a long way" from being desegregated. New legal maneuvers will be launched to stave off mixing the races.

A move also was started to bring the Louisiana Legislature back into special session to enact new-anti-integration laws.

Although the Florida pupil assignment law makes no reference to race, many observers feared that two actions of the recent Legislature will be used to point up the intent behind the assignment law.

One is the interposition resolution by which Florida, in effect, defies the Supreme Court's basic integration rulings. The second is the "last resort" law which—although not mentioning racial problems—would allow counties to shut down public schools in time of crisis if so voted by the people.

The federal courts have already indicated that in considering integration laws they will also take into consideration companion or comparable pieces of legislation which would show the intent behind the laws.

Actually, the Supreme Court made no direct ruling in the Louisiana case. What it did was refuse to review a lower appellate decision which upheld a Federal District Court order that the New Orleans schools desegregate "with all deliberate speed."

'Rights Not Infringed'

Negro Father Loses School Shift Suit

By CECIL MANN
Herald Staff Writer

A suit by a Negro attorney to force the Palm Beach County School Board to open a white school to his son was tossed out of Federal Court Friday.

Judge Emett C. Choate said the constitutional rights of 6-year-old William M. Holland Jr. had not been infringed and that the boy had not been denied admittance to a white school because of his color.

Florida's pupil assignment law was only indirectly involved in the suit. The real issue brought by William M. Holland Sr. was whether his son's school was substandard to the white school he wanted to attend.

Holland said his son's application for transfer from Pleasant City school to Northboro, a greater distance from his home, had been turned down specifically because of his color.

Choate said the boy had been assigned to attend the nearest accredited school in accordance with district regulations and that there was no evidence that his application was denied because of his color.

Choate did not touch on constitutionality of the law. On previous occasions he has said the law is fair as long as assignments are not made on a color basis.

He has adopted a "wait and see" attitude about the law, declaring that the question is now pending before the Supreme Court.

Choate pointed out that many white residents in Palm Beach had asked for transfers to other schools but had been turned down because they were not in proper districts.

This, he said, was the same case of the Negro boy. The assignment of Holland to the Pleasant City school, which is all Negro, "does not deny him constitutional right, nor was he discriminated against by reason of that assignment," Choate said.

Choate said Palm Beach County schools in general are overcrowded and inadequate.

He said that the school board appears to be doing its best to solve the intricate problems that confront it, and that improvements are being made in colored and white neighborhoods "without any show of discrimination."

Bill To Close Florida Schools Heads Racial Legislation Tide

TALLAHASSEE, Fla., April 26 the Florida Legislature today, with the bill to close public schools if necessary to avoid integration building up steam and causing the biggest roar.

A test vote showed the House right now is in a mood to pass the "last resort" bill—a measure condemned by Gov. LeRoy Collins and School Supt. Thomas D. Bailey and praised by Atty. Gen. Richard Ervin.

This bill provides that if public schools are faced with integration a referendum on whether to close them may be called by petition of 15 per cent of the voters in a school area. A majority vote in the referendum could close the schools.

Suddenly catching fire in the House, it first was bottled up in the House Public Schools Committee. Then the House voted 48-40 to pull the bill from that committee. Then it was routed to the Judiciary Committee which rushed it right on to the calendar for a vote.

In the Senate, a bill aimed at curbing race mixing lawsuits sponsored by the National Assn. for the Advancement of Colored People gained unanimous approval.

Also in the Senate, a surprise followup to last week's adoption of the interposition resolution developed.

Sen. Randolph Hodges of Cedar Key, introduced a bill ordering county school boards to refuse racial lawsuits under authority of the interposition action which in effect says the State of Florida does not recognize the U.S. Supreme Court's ruling desegregating public schools.

The House Higher Education Committee also had racial problems on its hands. After objections were made to bills requiring dismissal of students and faculty members at state schools and universities the proposals were sent to a subcommittee for review.

Rep. Tom Beasley of Walton, leader of the House move against the "last resort" measure said "this is a dangerous bill."

Rep. Bill S. Chappell of Marion, a leading exponent of the bill. said "it is designed to protect the public school system, not destroy it."

Gov. Collins has hinted he would veto the measure if the legislature should pass it.

Fla. Senate Defies High Court

TALLAHASSEE, Fla. — (INS) — The State Senate, in a voice vote, has adopted an interposition resolution which declares the U. S. Supreme Court's school integration rulings null and void in the state of Florida.

Action on the resolution came at the end of the session and completed legislative action on the bill, which has previously been adopted by several other southern states.

Only a few "no's" were heard in the voice vote.

Florida Atty. Gen. Richard Ervin backed the resolution and said the ruling, in effect, tells the Supreme Court it exceeded its constitutional authority in calling for an end to segregation in public schools.

Ervin added the resolution also informs the high court that to comply with its (the Court's) decisions "is a factual impossibility at this time and that therefore Florida schools will not be integrated even though they are required to do so by court order."

Gov. Leroy Collins, who did not back the resolution, said the ruling "stultifies" the state of Florida. He said:

"It can do no good whatever, and those who say it can perpetrate a cruel hoax on the people. I am confident the legislators didn't want to do it. . .I have no authority to veto or otherwise void the action and we must move on to constructive matters. . ."

Collins said he thought the resolution was passed because lawmakers "were under pressure of desperation on the part of many citizens back home, while those citizens who opposed the action remained silent."

The governor's remarks were contained in a statement issued after passage of the resolution.

Tallahassee Council Asks School Integration

TALLAHASSEE, Fla., April 29 (AP) — The Negro Inter-Civic Council, which has spearheaded Tallahassee's bus integration drive, called upon Leon County (Tallahassee) school authorities today for a start toward integration of public schools.

The Council sent a resolution to the County School Board inquiring what plan of action has been formulated to carry out the United States Supreme Court's decree banning segregated schools.

County School Superintendent Amos Godby said he had not seen a copy of the resolution, but that when it came in he would submit it to the School Board for study.

Fla. lawmakers vote U.S. Supreme Court order 'null and void'

TALLAHASSEE, Fla. (ANP) —Legislative action in direct defiance of the highest court in the land came from the state legislature as that body adopted a resolution declaring the school desegregation order of the U.S. Supreme Court "null and void."

Gov. Leroy Collins immediately declared that the action "stultifies" the state of Florida and "can do no good whatever, and those who say it can, perpetrate a cruel hoax on the people."

The Florida House and Senate adopted the resolution which was heartily lauded by Attorney General Richard Ervin, who said that "Florida does not want integration and will not integrate its schools."

Fla. holds back

TALLAHASSEE, Fla. — The Flordia Senate held back Friday from voting to close its schools rather than accept segregation.

By a vote of 22-16, the Senate refused to approve a so-called "last resort" bill which would have determined local school boards to close schools under court order to desegregate. Gov. Leroy Collins opposed the measure.

School Pay, Segregation Seething in Legislature

By JOHN B. McDERMOTT
Herald Political Writer

TALLAHASSEE—Two widely divergent phases of the public school system—teachers pay and how to keep schools segregated—are battling right behind the question of new taxes for top attention as the 1957 Florida Legislature nears the half-way point.

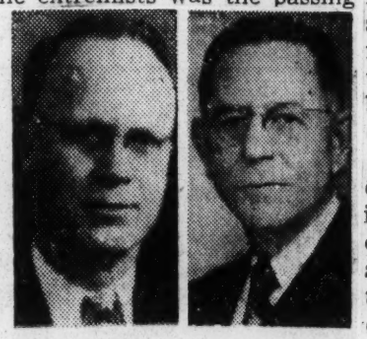
Both Senate and House have given every indication of being in a free-spending mood and it now appears doubtful if the more conservative members can hold-the-line on the tax issue.

As for teacher pay, the school marms have put up such a strong lobbying front that they are assured of some raise. It may not be as sweeping as they want—a $1,100 boost in the minimum starting pay. However, they seem to have a good chance of getting more than the $400 "merit" increase proposed by Gov. LeRoy Collins.

Hottest underlying issue here is the segregation question. Extremists appear to have the dominant hand, although both houses of the Legislature are record with solid backing for measures to keep white and Negro children in separate schools.

There is no argument among the bulk of the legislators on the issue of separation—but the method of how to preserve this is red hot.

The most telling victory for the extremists was the passing of an interposition resolution. This in effect, put Florida on record as defying the U.S. Supreme Court's integration verdicts.



BEASLEY

BAILEY

They also scored tellingly and impressively in the House of Representatives Friday on a test vote concerning the "last resort" bill which would make possible the closing of public schools by vote of the people in any county where integration is forced.

The House is almost certain to give the "last resort" measure favorable backing when and if it reaches the floor for a showdown.

The "if" results from the control of the lower chamber which is held by the red-haired, Rep. Tom Beasley of Defuniak Springs, strong-man of the House.

As chairman of the powerful rules committee and an outspoken foe of the "last resort" measure, Beasley may well put the House under rules when the bill nears a voting place on the calendar.

That would mean the rules committee each day would designate what bills would be considered. And Beasley, who also is speaker designate for the 1959 session, undoubtedly could keep this bottled up.

One phase of the "last resort" argument which has been pretty much over-looked by the general public is the view of state school superintendent Tom Bailey.

Bailey feels that this legislation is dangerous, that it might well stretch racial tensions to a breaking point, resulting in serious disruptions to the school system and possible bloodshed.

Bailey offers the strong argument that segregation can better be preserved through the pupil assignment act—passed by the 1956 special session on segregation — and would accomplish the same ends as desired under the drastic "last resort" measure. Under it, county school boards may assign pupils to whatever schools they think best.

Tallahassee School Integration Asked

Herald P. 14-W

TALLAHASSEE —(AP)— The Negro Inter-Civic Council which has spearheaded Tallahassee's bus integration drive called upon Leon County school authorities Monday for a start toward integration of the public schools. Tues. 4-30-57

The council sent a resolution to the county school board inquiring what plan of action has been formulated to carry out the U. S. Supreme Court's decree banning segregated schools. Miami, Fla.

The resolution pledged its backing to any move the county school authorities may take to carry out the supreme court's directive.

County School Supt. Amos Godby said he hadn't seen a copy of the resolution, but that when it came in he would submit it to the county school board for study.

The Leon County School Board has set up a bi-racial advisory committee to study the supreme court's desegration decree, but thus far has made no public report of its findings.

The council's resolution said that Leon County's public schools for Negroes were "tangibly and intangibly unequal and inferior in every respect to those furnished for white children."

And it said that "no perceptible progress toward compliance with the mandates" has been noted.

The Leon County schools, like those of other counties in the state, are operating under provision of the Florida's 1956 pupil assignment law.

The law, enacted as a move to slow down integration by legal means, provides for assignment of pupils to schools for which they are best fitted.

No legal challenge of this 1956 law has been started in this county, but a suit is pending in Palm Beach County.

The Inter-Civic Council started its bus integration move almost a year ago and began a boycott of city buses. The council last Christmas Eve called off the boycott and started "riding integrated."

Subsequently the city commission knocked out the segregated seatings provisions in the bus line's charter and enacted a seat assignment ordinance modeled after the pupil assignment law.

A test of constitutionality of the seat assignment ordinance is pending in federal district court.

Florida Ignores Collins And 'Voids' Integration

Constitution P. 2 Atlanta Ga. Fri. 4-19-57

TALLAHASSEE, April 18 (AP)—Florida joined other Southern states today in declaring U.S. Supreme Court desegregation decisions "null and void and of no force and effect."

The Senate adopted the controversial interposition resolution in a matter of minutes, without discussion and with the "fervent hope" it will not, as opponents claim, hasten rather than delay racial integration of Florida schools.

COLLINS DEFEATED

It was a major defeat for Gov. LeRoy Collins who abruptly adjourned a special session last summer to keep interposition from passing. Shortly after the Senate put Florida in the ranks of interposition states by a voice vote, the governor issued a strong statement declaring it "stultifies the state."

"It can do no good whatever, and those who say it can perpetrate a cruel hoax on the people," Collins said. "I am confident the legislators did not want to do it. They were under the pressure of desperation on the part of many citizens back home, while those citizens who oppose it remained silent.

"I have no authority to veto or otherwide void the action and we must move on to constructive matters and minimize in every way we can the damage to other legislation as well as to the prestige of our state."

Atty. Gen. Richard Ervin, who urged adoption of the resolution, disagreed with Collins and others that interposition will lead to invalidation of the pupil assignment law on which the state previously banked its hopes of legally maintaining segregation.

"PRACTICAL VALUE"

In the midst of interposition debate earlier in the day Ervin sent up an official opinion that interposition "has validity and practical value as an official expression of the legislative branch of Florida . . . that the majority of our people feel the Supreme Court exceeded its constitutional authority . . . and that compliance with the decisions in Florida is a factual impossibility at this time and therefore Florida schools will not be integrated even though they are required to do so by court order."

Ervin also declared that interposition will not jeopardize the pupil assignment law. In an opinion asked by Sen. Scott Kelly of Lakeland, Ervin said "the school assignment law is legally valid if properly administered and it may slow down integration but it will not stop it."

"We think that interposition, although not a legal defense as a matter of law, does have moral validity and does serve a practical purpose as evidence of the practical impossibility of forcibly requiring schools in Florida to be integrated."

SCHOOL-CLOSING BILL GAINS IN FLORIDA

Times P. 2-C New York

TALLAHASSEE, Fla., May 14 (UP)—The Florida House decided a two-day fight today with passage of a bill for closing public schools if necessary to avoid integration. 5-15-57

Meanwhile, the Senate unanimously approved two bills to curb the National Association for the Advancement of Colored People.

Attorney General Richard Ervin's "last resort" bill, allowing 25 per cent of the voters in a county, city or district to petition to close the school, was sent to the Senate. The Senate has buried a similar bill in committee. One Representative said Gov. LeRoy Collins would veto it if it should clear both chambers.

The Senate bills would require the N. A. A. C. P. to register with the Secretary of State, open financial and membership records to the Attorney General, and prohibit any person without a direct interest from offering assistance or money in the prosecution of a law suit.

BLOCKS SCHOOL SHUTDOWN

Constitution P. 2

Florida's Collins Vetoes Last-Ditch Segregation

Fri. 6-7-57 Atlanta Ga.

TALLAHASSEE, June 6 (AP)—Gov. LeRoy Collins of Florida today vetoed the Legislature's "last resort" bill to close public schools in times of racial tension.

Collins, in his veto message, criticized the bill as being extremely broad and warned that it "is by no means restricted to integration in the public schools."

The Legislature will have a chance to override the governor's veto tomorrow when they again consider the proposal that would shut down schools faced with integration.

"It seeks to authorize any local governing authority to suspend the operation of any public facility or institution in any area over which such authority has jurisdiction when the 'standards, or health, or safety, or welfare, or peace, or morals of the community' are threatened," the governor said.

Collins said it would be a "first resort" for a race agitator. He added that it was completely unnecessary as far as the public schools are concerned since county school boards now have the power to close schools in an emergency and the Legislature last year gave the governor broad extraordinary powers to close public facilities in times of crisis.

BILL "DEFECTIVE"

Collins said that in addition to all his other reasons for vetoing the bill, "sound legal counsel" has told him the title is "clearly defective and that the tenure and retirement rights of the teachers of this state may be placed in jeopardy as a result."

The bill provides that if a school is closed, the pupils would have to be transferred to nearby public schools or to private schools at state expense. Collins said this would start a chain reaction resulting in the closing of school after school.

STIMULATE DISCORD

"If allowed to stand, it is my opinion that the bill would be the unnecessary stimulant for discord among our people, that it may place in jeopardy the tenure and retirement rights of the teachers, that it is unworkable..."

Fla.'s Governor Nixes Bias Act

Courier Pittsburg Kan. 6-13-57

TALLAHASSEE, Fla. (AP) A "last resort" bill which would have abolished public schools "in times of racial strife" was vetoed here by Governor LeRoy Collins, who characterized the proposal as a "chaotic abandonment of reason."

Attorney's Son Denied Entrance To All-White School

MIAMI, Fla.—A lawyer's six-year old son was denied entrance to an all-white school here Saturday when the federal judge threw the case out of court.

The judge said that the boy William Jr., son of Atty. William M. Holland, Sr., had not been denied because of his color and that his assignment to the Negro school "does not deny him constitutional right, nor was he discriminated against by reason of assignment."

The suit was initiated by Atty. Holland who wanted his son transferred from an all-Negro school to an all-white school.

The judge ruled that young Holland was assigned to the Negro school in accordance with existing district zoning regulations.

Appeal Upholds Negroes In Miami School Plea

NEW ORLEANS, July 23 (AP) — The U.S. Fifth Circuit Court of Appeals held today the lower federal court for the Southern District of Florida erred in dismissing a compalint by a group of Negroes seeking to enter Miami white schools.

The Negroes filed a class action alleging "irreparable injury and deprivation of the constitutional rights" by the Dade County Board of Public Instruction and the superintendent of public schools.

The Negroes asked that they be admitted to the county schools without racial segregation.

The lower court upheld a motion by the board to dismiss the complaint, because it said it did not set forth a justifiable case or controversy, the Fifth Circuit Court said.

The defendants also contended the Negroes did not allege that they had sought admission to any particular school or had been denied the right to attend any school because of their race.

The education board and superintendent urged the appeals court to uphold the lower court because the Negroes have not exhausted their administrative remedies under the Florida Pupil Assignemtn Law of 1956.

"Neither that nor any other law can justify a violation of racial segregation in the public schools," the Appeals Court said.

NAACP Leader Jubilant

School Ruling Not Unexpected

The decision of the Fifth Circuit Court of Appeals that Miami's U.S. District Court must hear Dade's school integration case as it stands generated little surprise here Tuesday.

Jack Lloyd, associate of School Board Attorney Edward Boardman, said the decision was expected.

G. E. Graves Jr., counsel for the Negroes, could not be contacted, but his feelings were known.

When Judge Emett C. Choate threw the case out of court twice for "lack of a clear issue," Graves threw up his hands.

The judge asked Graves for one example where a child was barred from a Dade school because of color alone. Graves argued he couldn't possibly do that because the School Board wouldn't draw such an obvious color line.

The Circuit Court of Appeals agreed with Graves that it would be "futile" to try.

The Rev. Theo Gibson, president of the Miami branch of the National Association for the Advancement of Colored People, when told of the appeals court ruling, said:

"I'm jubilant over the decision. It marks the beginning in a change in things."

The Rev. Mr. Gibson added he was hopeful the decision would lead to mixing of the races in Dade schools.

Lloyd said that in all probability the county will choose to file an answer to the suit in Federal Court here — the answer heretofore unnecessary because of Choate's ruling that the complaint wasn't sufficient.

The only alternative is an appeal by the School Board for a Supreme Court review of the Appellate Court's findings.

In Tallahassee, Assistant Attorney General Ralph Odum and Gov. LeRoy Collins were quick to point out the decision has no bearing on Florida's pupil assignment law, passed to delay integration.

"We cannot determine the effect of this ruling until we read the court's opinion," Odum said. "But it does not now appear Florida's assignment law is endangered by the ruling."

Gov. Collins added:

"I still believe that in a proper case our law (the assignment law) will be upheld."

Dismissal Of Protest Overruled

Jurist Sets Aside 'Futile' Measures

By RONALD YORK
And DOM BONAFEDE
Herald Staff Writer

A suit for integration of Dade County schools was back on the active list in Miami's U.S. District Court Tuesday.

The Fifth Circuit Court of Appeals in New Orleans ruled the District Court in Miami had "erred" in throwing out the case in the first place.

Reversal of District Judge Emett C. Choate's ruling leaves the Dade County School Board with two alternatives:

It can answer the petition of the parents of Negro children that the schools be integrated, or it can seek a review by the U.S. Supreme Court of the Appeals Court's reversal.

Jack Lloyd, associate of School Board Attorney Edward Boardman, said the court decision was expected.

He said in all probability the board will choose to file an answer in the Miami court.

No matter which course is chosen, the issue of integration of Dade schools will be tied up many more months.

The Appeals Court decision, written by Judge Richard T. Rives, centered on Judge Choate's dismissal of the case because there was no clear issue.

Judge Choate twice dismissed the case. The second time attorneys for the Negro petitioners appealed the dismissal.

Judge Choate said there was no "justifiable issue" and asked Negro attorneys to present one specific case where a Negro child was barred for color reasons alone.

The Appeals Court's reversal said "it was not necessary for the plaintiffs to make application for admission to a particular school."

Judge Rives' opinion cited a Charlottesville, Va., case decided by the Fourth Circuit Court of Appeals which found:

"In view of the announced policy of the respective school boards, any such application to a school other than a segregated school maintained for colored people would have been futile.

"An equity does not require the doing of a vain thing as a condition of relief," the opinion said.

School Board attorneys also had argued that Choate's dismissal of the suit should be upheld because the Negroes had not exhausted administrative remedies under Florida's pupil assignment law.

"Neither that nor any other law can justify a violation of the Constitution of the U.S. by the requirement of racial segregation in public schools," Judge Rives' opinion said.

"So long as that requirement continues throughout the public school system of Dade County, it would be premature to consider the effect of the Florida laws as to the assignment of pupils to particular schools."

The ruling appeared to conclude that the pupil assignment law should not be injected into the case at this time.

The suit was filed June 12, 1956, by the National Association for the Advancement of Colored People and the fathers of six Negro children. It charged the School Board with denying the children their constitutional rights.

In another school case Tuesday the Appeals Court reversed a district judge in Dallas and ordered immediate integration of Dallas schools.

It ordered integration "with all deliberate speed," but set no time limit.

Troop Use Act Signed By Collins

TALLAHASSEE, Oct. 25 (UP)—Gov. LeRoy Collins today signed into law a bill automatically closing any school to which federal troops are sent in a racial emergency.

The bill was rushed through a special session of the Legislature earlier this month at the height of the controversy over the sending of Army paratroopers to escort Negro children to the newly-integrated Central High School in Little Rock.

Florida is the first state to put such a law on its books.

Collins announced Oct. 12 that he would sign the bill to dispel fears of some legislators that he might turn it down as he did the "last resort" school suspension bill during the 1957 regular session.

"It has always been my feeling that no public free school has any business being operated under circumstances of violence and disorder beyond the control of local and state police authorities," Collins said in explaining why he approved the troop measure.

"It is almost ridiculous to assume that any sound educating could be carried on under the pressure of armed guards and, as a parent, I would rather have my children at home," he said. Collins has a son in the Navy and three daughters in school, one in grammar school, one in high school and one in college.

The new law requires that any school to which federalized National Guard or Army troops are sent must be immediately closed down. The school board is empowered, at the request of parents, to transfer any student to another school in the county.

The board can re-open the school when it determines the emergency is over.

Florida May Not Fight Desegregation Of Schools

Florida may not fight the integrat on school issue because, it would have everything to lose and nothing to gaih.

The U. S Government has an enormous outlay throughout the State, and especially here Jacksonville, and expects to add more facilities soon.

If the Government should shut down the Jax Air Base, the Pensacola Naval Base the Green Cove Springs Base' the Mapport Base and the Base at Cocoa---- What would the citizens do for a substantial payroll?

We assure you that from the Gavernor on down to the Dog Catcher will Think Twice before doing anything darstic and harsh.

The heads of the State know a 'gravy train' when they see one, and ten to one, they will not let the steam get low, nor will they let it explode,

Big and regulor payrolls will even make 'the meanest' ones stop, look, listen, consider and think twice before leaping.

Florida Proposal Would Alter Bill On School System

TALLAHASSEE, Fla., Oct. 1 (AP) —The Senate constitutional amendments committee today instruck from Florida's proposed new state constitution the requirement for a free public school system in an announced move to prevent forced school integration.

The committee, on the motion of Sen. John Rawls of Marianna, substituted "free public education" for "free public schools." He said it would strengthen the state's hands "if we are ever faced with the Little Rock situation."

Rawls said that as rewritten the proposed new constitution "possibly would allow the subsidization by the State of pupils for private school education." A separate legislative act such as the "last resort" school suspension bill would be needed to carry out the constitutional proposal.

Chairman Dewey M. Johnson of Quincy said he did not interpret the Rawls Proposal as any move toward doing away with public schools. He said "We are still providing for a 'uniform' education program." But under questioning Johnson conceded that any program which allocated the same amount of state funds to every school child for private school education would be a uniform system.

FLORIDA BEATS BILL TO CLOSE SCHOOLS

Special to The New York Times.

TALLAHASSE, Fla., Oct. 2 —Th Florida House today defeated, at least temporarily, a move by the Legislature to pass the so-called "last resort bill." That measure would give counties the option to close public schools rather than permit integration.

The bill was identical to one passed by the Legislature earlier this year but vetoed by Gov. Leroy Collins.

The Governor has fought the bill, contending that it would not halt integration and could sped it up.

The Senate passed the bill this morning by 31 to 5, but proponents in th house could muster only 53 votes for to 34 against.

The Legislature is in special session to consider only constitutional revision and any other matter requires a two-thirds vote to be brought to the floor.

The Senate received unanimous consent to introduce the bill but the House could not muster the required 68 votes. The House will get another chance to vote on the Senate-approved bill but opponents contend they have enough votes to kill its chance of being brought up.

High Court Urged To Take New Look At Race Problem

MIAMI, Sept. 16 (AP) — Florida Atty. Gen. Richard Ervin said today the U. S. Supreme Court should take another look at the racial problem and come up with a new solution.

If it doesn't, Mr. Ervin predicted that the public school system in many areas of the South may be destroyed.

"The court appears impressed by psychology, and a current psychological reading would indicate to the court that it 'leaped before it looked,'" Ervin told the Dade County Bar Assn. At a luncheon.

"The magnitude of the problem, the bitterness and the resentment the segregation decision stirred up indicate to us that the court would be wise to leave its principle of law declaring segregation invalid to stand as a goal or ideal," he said.

"It should leave determination of local questions of administration largely to the good judgement of state and local school officers. It should not by-pass them or attempt coercion or premature forcing in any case."

"The case will undoubtedly arise where the Supreme Court will of necessity have to reverse a hasty and premature decree of forced integration . . . or run the indicated risk of destroying schools in wide areas in the South."

But he added that reading between the lines of the high court's decision on implementing the order outlawing segregation, "we simply cannot believe the court will allow the situation to deteriorate to such a lamentable degree."

Florida's pupil assignment law is now before federal court for a test of its constitutionality.

Sikes Fears Florida Next Integration Front

CRESTVIEW, Fla., Sept. 30 (AP) —Rep. Bob Sikes (D-Fla) said today Florida may be next on a timetable for forced integration.

The Florida congressman said in a statement:

"It is safe to assume that the forces who now control the thinking of the national administration will continue in their efforts to bring about universal integration and that Florida, as a liberal Southern state, can expect to receive 'the treatment' at an early date."

Sikes said he believed the entire procedure for forcing integration and for use of troops was without legal basis.

He added that the nation "must find ways to restore sounder balances in the courts and in the actions of the government to insure that the desires of all the people are taken into consideration rather than the wishes of a minority within a minority."

Sikes has endorsed a proposal that integration be left to local option and decided by a vote of those directly affected.

Florida's Governor Collins Hints At Middle Ground on Integration

Is Spokesman Of 'New South'

© New York Times News Service

Tallahassee, Fla., Oct. 2.—Thomas LeRoy Collins, the Governor of Florida, is one of the best known voices of the "New South," a region interested in industrialization, social progress, and better living standards.

At the same time, he is the personal possessor of one of the most mellifluous old Southern accents below the Mason and Dixon line.

The conflict between his language and his accent is reflected in his approach to the ticklish and explosive issue of ending racial segregation in the public schools to comply with the United States Supreme Court's mandate.

Middle Ground Implied

He wants segregation continued "by lawful and peaceful means," but he is against "rioting and disorder" that might interfere with industrial development.

For more than a year he has been implying that there might be a middle ground between segregation and desegregation, acceptable, if not completely satisfactory, to those in favor of both courses.

Collins, who dropped the Thomas for his first name before getting into politics, is responsible for such a middle course between segregation and desegregation now in effect on Tallahassee's public bus lines.

Shut Bus Operations

Last year he invoked emergency powers given him by the Florida Legislature to close down bus operations for 11 days when violence was threatened during a Negro bus boycott.

The suspension, plus an ultimatum to law officers to halt violence, restored peace to bus operations and there has been no trouble since. Negroes now ride in the rear of buses on runs through white districts but anywhere they choose on runs through predominantly Negro areas.

He is responsible for a pupil-placement law that, so far, has blocked any integration of white and Negro children in Florida's public schools. It is currently under judicial attack in Miami.

Sparks Delaying Action

He has also been responsible for a legal delaying action that has so far blocked enforcement of a Federal Court order requiring the admission of a Negro to the all-white University of Florida.

Collins has been described as "politics' Ezio Pinza" because of a superficial resemblance to the late singer.

Actually there is not much facial resemblance, but the way his hair with its dark-brown center and gray temples fits his head, and some mannerisms, give an illusion of such a resemblance. Together with a magnetic television personality, the Pinza resemblance has helped him in his political campaigns.

Born In Tallahassee

The Governor comes by his fascinating Southern accent naturally. He was born 48 years ago in Tallahassee, the "Old South" of the state, the Florida of Spanish moss and the Suwanee River. His grandfather migrated to Florida from Texas. His father ran a grocery store. His mother was a schoolteacher before her marriage.

After high school he managed to earn enough, with help from his father, for a one-year course at Eastman Business College, Poughkeepsie, N. Y., and later a one-year course at Cumberland University in Tennessee, which awarded him a law degree.

He got into politics shortly after his admission to the Florida bar. He lost his first campaign (by 100 votes), but got married the same year.

His wife is a descendant of Richard Keith Call, who served two terms as a territorial Governor of Florida before its admission to the union as a State. They live in a stately old home that was built for Governor Call in 1820.

GOVERNOR COLLINS

Man of Elegant Taste

Tall (6 feet 1), Collins is a man of elegant taste in dress. He likes to walk, fish, and hunt. Often he walks from his home to the State Capitol, stopping at a drugstore on the way for coffee with old friends.

Before his election as Governor he served six years in the State House of Representatives and 12 in the Senate.

Florida Legislators to Get Plan for Abolishing Schools

Other Anti-Integration Measures Also to Be Presented Assembly

By CHARLES HESSER
Staff Writer, The Miami Daily News
Special to The Atlanta Journal-Constitution

MIAMI, Fla., March 2—The Florida Legislature, which convenes in April for its biennial 60-day meeting, will be asked to enact new measures to combat integration.

State Atty. Gen. Richard Ervin will offer a three-point program:

1. A law which will permit the residents of any locality to suspend or abolish their public schools to prevent racial violence resulting from desegregation.

2. Establishment of a permanent state advisory committee to make a study of segregation and desegregation and their impact upon the welfare of the state, public safety and peace.

3. The initiation of an amendment to the U.S. Constitution which would spell out the basic rights of the states. In addition, the U.S. Senate would become a final court of appeals for states protesting decisions of the U.S. Supreme Court in the states' rights field.

The Legislature also will be asked to extend the life of its special interim committee which has been investigating the National Assn. for the Advancement of Colored People.

On the basis of testimony developed during the committee's current hearings, the group will recommend to the Legislature that it strengthen state laws against organizations or individuals stirring up lawsuits.

Last summer's special legislative session enacted a program to prevent immediate mass mixing of races in Florida. It included the pupil and teacher assignment laws and emergency powers for the governor to suspend public services to prevent racial violence.

Collins Used Power

Gov. LeRoy Collins used the latter power when he temporarily shut down the bus system in the Tallahassee dispute.

But some members of the Legislature don't believe present laws are sufficient.

Ervin unsuccessfully proposed the law to permit abolishment of schools at the special session.

He said he still feels that the people should be able to abolish or suspend schools and other public facilities "as a last resort. We don't want the things that are happening in Tennessee to happen here."

Ervin said he thinks "the people themselves are in a position to judge whether temporary suspension of schools and other public functions in their city, district or county is necessary to prevent bombings and shootings."

FLORIDA

Rep. Henry Land of Orlando, chairman of the legislative committee which has been probing activities of the NAACP, said it appears that the organization has been stirring up litigation in Florida.

The state now has a law against promoting litigation but it fixes the penalty as disbarment of the attorney involved.

Sen. Dewey Johnson of Quincy, vice chairman of the committee, declared that the testimony received by the committee so far in hearings at Tallahassee and Miami "has established the need for more stringent laws to prevent stirring up litigation."

Understand Problem

He added he believed the hearings had resulted in a better understanding of the problem so that "advocates of overthrowing established law and custom may be almost entirely suppressed by appropriate legislative action."

During the hearings, Francisco A. Rodriquez of Tampa, an attorney for the NAACP, acknowledged that he also had acted as a lawyer for some of the defendants in the Tallahassee bus boycott cases.

Rodriguez' testimony was the first which directly tied in the NAACP with the Tallahassee bus boycott.

He told the committee he felt he was working "in a dual capacity" for the NAACP and the defendants in the car pool because most of them were NAACP members.

Rodriguez revealed to the committee that he had either filed or approved all petitions by the NAACP chapters to school boards in the state for desegregation.

At the Miami hearings, the committee centered its questioning around the motives behind the suits in federal court to break down segregation in local schools, on buses and golf courses.

Negroes testifying said the motive was "to remove us from the category of 'second-class' citizens and make possible equal opportunities for education in nonsegregated schools."

In each instance it was brought out the NAACP had agreed to pay legal fees of the plaintiffs.

Signers Testify

Several signers of one petition testified they did not understand the purpose of the petition when they signed it.

Many could not recall when they signed it, and others had never heard of Rodriguez, who represented the signers in their petitions. Still others couldn't be certain if the NAACP had anything to do with the petition.

Ervin has asked the Florida Supreme Court to take additional testimony in the Virgil Hawkins case because of the evidence uncovered by the legislative committee.

Hawkins is a 47-year-old Daytona Beach Negro who has been attempting for eight years to gain entrance to the law school at the all-white University of Florida. The state court has said he may enter the law school but has not yet ruled on when he actually may be admitted.

But the attorney general has now told the court that the committee discovered evidence affecting the good faith of the Negro's attempts to gain admission to the law school.

The committee attempted to prove that the litigation aimed at getting Hawkins into the university was directed and financed by the NAACP. Hawkins' attorney, Horace Hill, testified he had billed the NAACP for his fees and had received payments from the organization's legal defense fund.

Hawkins' attorney, however, has told the court his client proved his good faith by his "eight years of personal and protracted endeavor" to get in the university.

School Closing Bill Killed By Senate; Pay Hike Backed

By JOHN B. McDERMOTT
Herald Political Writer

TALLAHASSEE—A test vote in the Senate Thursday in effect spelled death to a bill which segregation extremists have sponsored to close public schools in Florida if integration of whites and Negroes is forced.

Another education highlight was a Senate committee's passage of the controversial $1,100 teacher pay bill which now looms as one of the major legislative battles ahead.

Although passing the teacher bill sponsored by the teachers themselves through the Florida Education Association, the Senate's education committee left the door wide open to an opposition bill backed by Gov. LeRoy Collins which would raise teacher salaries on a "merit" basis.

Vote on this measure was deferred temporarily. Indications were, however, that the education committee might also give this a favorable vote in order to allow the Senate as a whole to debate the issues.

Both bills, too, must clear the hurdle of an appropriations committe approval before reaching the floor.

Sens. Joe Eaton of Miami and Fred O. Dickinson of West Palm Beach voted in favor of the FEA bill but explained their actions were only to bring the issue to the floor. Both, along with other senators, expressed belief that the teachers deserve a raise but they questioned whether the state could afford one of such magnitude.

The test vote on closing schools in the event of integration came when the segregation extremists attempted to reverse a ruling of Senate President William A. Shands which had sent the measure to the education committee for consideration.

The bill already had been cleared by the segregation-minded governmental reorganization committee.

The roll call vote was 22 to 16 against withdrawing it from the education committee.

Only South Florida senator to vote with the extremists was Fred O. Dickinson of West Palm Beach. He afterwards told The Miami Herald he planned to vote against the measure when it reached the Senate floor for a showdown, but felt that sending it to another committee was only a delaying action.

Indications are that the bill will die in the education committee.

Sens. Doyle Carlton Jr., of Wauchula, Newman Bracken of Crestview and Douglas Stenstrom of Sanford all warned that the bill was a drastic measure which might undermine the entire educational structure of Florida.

Sens. Charley Johns of Starke and Harry Straton of Callahan, speaking for the extremists, pleaded in vain that the closing of schools would be possible only by local option—by vote of the people in the individual counties.

NAA[illegible] In Tampa Asks Schools Aid Integration Plan

TAMPA, Fla., March 11 (AP) — The National Assn. for the Advancement of Colored People (NAACP) asked local school officials today for cooperation "in the search for a peaceful solution to integrated public education in Tampa."

In a letter the Tampa branch of the NAACP said it "does not seek plaintiffs," but when asked for support for elimination of segregation "we are obligated" to give it.

No suits have been filed here asking admission of Negroes to white schools.

School Supt. J. Crockett Farnell said a committee of his staff is studying the requests. Copies of the letter were sent to him, to Education Director A. L. Vergason, the school board and the school trustees.

The letter was signed by W. S. Banfield, president of the Tampa branch of the NAACP.

Collins to Veto Segregation Bill To Shut Schools

Anti-Court Resolution Called 'Lie'

Herald P. 1
Sun. 4-21-57
Miami, Fla.

Sees Assignment Law as Best Way

By JOHN L. BOYLES
Herald Staff Writer

TALLAHASSEE — Gov LeRoy Collins declared Saturday he will veto any measure passed by the Legislature which would let voters at a local level preserve racial segregation by abolishing public schools.

At the same time, the governor lashed the two-day-old interposition resolution adopted by the Florida Legislature as "a lie on its face."

Atty. Gen. Richard Ervin strongly endorsed the resolution of interposition and also won approval of a Senate committee for his bill to allow suspension of local public schools if integration becomes inevitable.

In blasting the interposition resolution, Collins said:

"No legislature of any state can say the decision of the U.S. Supreme Court is null and void. I have never contributed any moral value to a lie. There is no moral value to a defiance of this nature. No court will recognize the resolution for any good."

While Ervin has said that interposition — an official expression of protest against the Supreme Court's desegregation rulings — cannot itself preserve segregation of the races, he has predicted the Florida pupil assignment law would be held unconstitutional unless some Negroes are admitted to white public schools.

"I am not as pessimistic as he is about the validity of our pupil assignment law. However, I do not have quite the same confidence about it since adoption of the interposition resolution. But I am still confident," the governor said, "the law will be sustained."

Collins said that while the courts "may take judicial notice" of the Legislature's action he hopes they will also "take notice of strong disapproval of the governor and consider that "all of the people of Florida do not feel that way."

"I hope this is a page in Florida's history we can soon turn and forget. Whether the courts or the people will let us do that I don't know," the governor said.

He said he is confident his bi-racial advisory commission can help improve race relations and find ways to better the lot of the Negro "whose health, living and economic standards must be raised," if the legislature gives the commission official status.

Collins warned the lawmakers "I certainly would never approve abolishing of any public school anywhere, although there are some people who would actually encourage abolition of our schools to maintain segregation."

The governor said the proposal to extend the life of the legislative committee investigating racial agitators "may have some merit because its conduct has been praiseworthy" but warned it could bring serious harm if its procedure is radically changed.

Herald P. 2

In his weekly review of legislative action, the governor told newsmen he did not think the legislature has passed "a single controversial bill up to this point."

He said, however, he does have "quite a few controversial bills" on the calender himself and most of his program is still in the preliminary stage.

He said his program suffered a defeat in the House on the cut of a proposed 10 per cent increase in welfare payments but the Senate appropriations bill approved Thursday made provisions to take care of his proposal.

On other major issues the governor expressed these views:

TAXES: Still feels new taxes are necessary but may do some pruning himself on the record 575 million dollar appropriations bill passed by the Senate.

PRISON PROGRAM: "Going very well but still some adjustments to be made on so-called use law to permit prison industrial program."

NATUROPATHY: Still feels his proposal to abolish the practice is best but will accept "half a loaf" in committee's recommendation to deprive naturopaths of right to prescribe drugs and cut off issuance of any new licenses.

ANNUAL SESSION of legislature: Rep. Cliff Herrell's proposed amendment for annual 45-day session is good one. "Sixty days every two years is not adequate time to attend to business."

TEACHERS PAY: Despite overwhelming opposition of teachers to his merit pay program, reaction from public is overwhelmingly in favor. Willing to compromise on "definition" of merit with teachers.

STATE PURCHASING: Due to solid opposition of rest of cabinet and state departments sees no chance for passage of his original proposal for central purchasing agency to take away certain functions now exercised by cabinet and department heads, but hopes to effect workable compromise.

QUICKIE DIVORCE amendment calling for six months' residence requirement: "Not as good as one year" governor wants but is some improvement over present 60-day law.

Florida Sends School Bill To Governor

Advertiser
Montgomery, Ala.

TALLAHASSEE, Fla., May 30 (AP) —The Florida Legislature pushed through on the eve of adjournment today a hotly contested bill to allow residents of any area threatened with racial integration to suspend their schools.

Final action came with 26-11 Senate passage. The House previously passed it 57-36.

The bill faces an almost certain veto from Gov. Leroy Collins, who has opposed doing away with any part of the public school system. He said Florid's 1956 pupil assignment law was adequate to keep schools in Florida segregated.

Atty. Gen. Richard W. Ervin championed the measure which would allow residents of any school district threatened with integration to suspend their schools by referendum. He said it was a "safety valve" which would be used only as a last resort when other means of preventing integration failed.

The pupils could be transferred to other districts, or state funds could be allocated to parents to allow pupils to attend private schools.

Should the legislature adjourn on schedule tomorrow and the governor subsequently vetoes the measure, then it would be left to the 1959 Legislature to consider the veto.

The bill was approved by a House vote of 57 to 36. The Senate passed it by a 26-11 tally.

Governor Leroy Collins is expected to veto the bill, however, because of the pupil assignment law in the state. Collins has already stated that he feels the pupil assignment law is sufficient to maintain segregation in Florida schools.

Trustees Reverse Demotion of Principal

Courier Let. 5-18-57

Order School Head Reinstated in Job

Pittsburgh, Pa. P. 6

MIAMI, Fla.—Edna DeVeaux has been nominated by the school trustees of Dade County for the principalship of either a white or Negro school, but members of the school board indicate that they won't follow the recommendation.

Miss DeVeaux, a Negro, who had served as principal of the A. L. Lewis Elementary School in Homestead, Fla., had been demoted in February to a classroom teacher by Joe Hall, superintendent of schools.

On Tuesday, trustees Robert F. Riley and Sam I. Silver attempted to overrule Hall's action, which had been upheld by the school board.

THEY ORDERED Hall to place Miss DeVeaux as principal in "any school where a vacancy might occur."

Hall then asked the trustees if by "any school" they meant white or Negro. Riley replied, "I said any school."

Both trustees stated that they did not believe that Hall had given sufficient reason to demote Miss DeVeaux from her position as principal. Her position at A. L. Lewis had been filled in the meantime and all other principalships in Negro schools had been filled by persons recommended by the school trustees, including several schools which as yet have not been completed.

The trustees act in an advisory capacity to the school board. There is some question as to their legal rights to overrule the school board.

Miss DeVeaux's attorney announced he would await final action of the board, but would file suit if they failed to reinstate her.

Florida OKs Law To Close Public Schools

Informer
Houston, Texas

TALLAHASSEE, Fla. — Public schools in this state were given the go signal to close shop last week by legislators here rather than integrate if they so desire.

The action came a day before the legislation was scheduled to adjourn when a bill permitting residents of any area to close down their schools if integration was threatened, was written into law.

Says Negro College 'Has Had to Teach More, Both Formally and Informally'

Syracuse Herald Journal
Des Moines, Iowa
Thurs. 4-4-57

New York—"The segregated public school system has provided greatly inferior education for Negroes in elementary and secondary schools. The Negro college has done a tremendous job in bringing Negroes to a level where they can successfully compete in graduate schools, and in life, with persons who were not so handicapped," declared Dr. Albert W. Dent, president, Dillard University in New Orleans, at the meeting opening the nation-wide campaign of the United Negro College Fund held in the Waldorf-Astoria here today. Dillard University is one of the 31 member colleges on whose behalf the Fund is seeking $2,000,000.

Sharing the platform with Dr. Dent were Louis B. Seltzer, editor, The Cleveland Press, who addressed the meeting on America's world position in race relations, and Lee H. Bristol, chairman of the 1957 campaign and president, of Bristol-Meyers Co. The Shaw University Choir of Raleigh, under the direction of Harry Gil-Smythe, was featured.

Had to Teach More

"The Negro College has had to teach more, both formally and informerly, than other colleges," Dr. Dent said in his address. "This is a job with which we will be confronted for some time. It is not possible to overcome so great a cultural lag in a brief period. To accomplish this momentous task, our colleges need extraordinary teachers and personnel workers who will find ways of doing more to assist students."

The kick-off meeting also launched the Fund appeal in New York City, headed by three division chairmen who each spoke briefly: Charles W. V. Meares, vice president, New York Life Insurance Co., Men's Division; Mrs. Chauncey L. Waddell, Women's Division; and Bessie (Mrs. Charles P.) Buchanan, New York State Assemblywoman, Uptown Division.

New York City Administrator, Charles F. Preusse, representing Mayor Robert F. Wagner; and Hulan Jack, Manhattan borough president were among those seated on the dais.

UNCF appeals have been organized in more than 100 local communities throughout the country. The $2,000,000 goal represents ten per cent of the combined current operating costs of the Fund's 31 member colleges.

Some "Integration" Plans Promise Little Peace and Harmony

Saturday Evening Post
Sat. 4-20-57
Philadelphia, Pa.

Advocates of greater speed in bringing about racial integration in schools are considerably agitated by a device, which has been adopted by a number of Southern states and local communities, known as "pupil placement." This means simply that a school board is given power to assign pupils to schools which they would not normally attend. The statutes conferring this power, according to Southern School News, usually base it on the necessity of "insuring efficient education and school administration, promoting health, safety and welfare of the students." No mention is made of the real reason, which is usually the desire to maintain segregation.

This device, which has raised a howl of protest among advocates of immediate integration, may or may not stand up under judicial review; indeed a Federal district court has already frowned on it. But the learned judicial authorities may have some trouble knocking it down because of what has been happening in some Northern states.

In New York City, for example, pupils in areas where there are few or no Negro children are transported by bus to schools in other parts of the city, apparently on the theory that no child should be deprived of the privilege of associating with children of all races and backgrounds. This practice, which the New York school authorities explain on the ground that integration should "be considered" in assigning pupils to schools, should make it difficult for advocates of complete and immediate integration to look down the nose at Southerners who employ the same device for the opposite purpose.

As might have been predicted, the debate has now gone far beyond the narrow limits of the Supreme Court's original decision, which the Post believes was reasonable within the limits which it set. The court did not say that children must attend mixed schools or that they could or could not be assigned to schools outside their normal geographical limits. It simply said that children could not be excluded from a school because of race, since the Fourteenth Amendment guaranteed "equal protection of the laws" to everybody. The effort by certain groups to extend this simple requirement far beyond its original scope, and to act as if the Supreme Court had ordered integration even in areas inhabited by people of only one race, has produced confusion but little racial harmony.

Eisenhower Values Schools Over Arms

Post & Times Herald
Washington, D.C.
Fri. 4-5-57

President Eisenhower, reaffirming his belief in Federal aid to education, said last night the Nation's schools are more important to national defense than atomic weapons.

"The education of our children is of prime importance t ous all," he told 1200 diners at the centennial banquet of the National Education Association in the Sheraton-Park Hotel.

"The hope of the world is that wisdom can arrest conflict between brothers," he said. "I believe that war is the deadly harvest of arrogant and unreasoning minds.

"Our schools are strong points in our national defense. Our schools are more important than our Nike batteries, more necessary than our radar warning nets and more powerful even than the energy of the atom.

Trained Minds Needed

"This is true, if for no other reason than that modern weapons must be manned by highly educated personnel if they are to be effective, and the energy of the atom can only be understood and developed by the most highly trained minds in the country."

The President, whose talk was broadcast to most of 2500 similar NEA parties throughout the Nation, said each generation must build better schools for its children.

He said the Nation's school building effort suffered "three grievous setbacks in this generation—the depression of the '30s, the war of the '40s and the Korean crisis of the '50s." Those caused a "drying up of normal schoolroom replacement and expansion—almost like three successive droughts."

No Federal Control

"It is my firm belief that there should be Federal help to provide stimulus to correct an emergency situation," he declared.

The President emphasized, however, that "Federal help in building schools will not mean Federal control." After the schools are built, he said, the Federal mission will be completed, and "all control and use of the schools will be in the hands of the states and localities."

He warned it would be "unwise to make education too cheap," because "if everything is provided freely, there is a tendency to put no value on anything."

Refers to Lincoln

Often referring to the interest Abraham Lincoln took in education, Mr. Eisenhower suggested that this country might have been "spared the senseless grief of the War Between the States" if there had been more leaders of education and wisdom 100 years ago.

He praised the Nation's teachers for doing "one of the most necessary and exacting jobs in the land," and then he posed a few questions.

"How many parents have visited their children's schools?" he asked. "How many parents have offered to relieve some of the routine burdens of the teachers, or invited them to a friendly supper at home? How many parents have tried to make the teacher a real partner in the responsibility—and priceless privilege—of educating our children?"

Educator Says Lack of Technicians Shows Schools Have Done a Good Job

ATLANTIC CITY, Feb. 17 (AP)—John H. Fischer, Baltimore school superintendent, said today the Nation's shortage of technical personnel has developed because the schools have done a good job, not a poor one.

He told the American Association of School Administrators in a prepared speech:

"Today we complain of a lack of technicians. We would not need technicians had we not produced the scientists whose findings put the engineers to work."

Fischer's topic was "American Schools and the Challenge of Change." He said three major trends affect education today:

"Growing recognition that people are important."

"The explosive development of technology."

"Increasing consciousness that all nations are bound inseparably together."

The idea of individual worth, Fischer said, has outmoded "the idea that education was the privilege of the aristocracy."

However, he said, "while we recognize no hereditary privilege, neither will we accept mass-produced mediocrity as a necessary part of universal education."

Schools, he added, must "offer a wide range of educational opportunity" to help children make the best use of their individual talents.

Advancing technology, Fischer said, has made American life easier—"already our problem is not making our daily bread, but finding what to do with in." This, he said, calls for education that will help people make valuable use of increasing spare time.

SOUTH IS SLOWEST IN SCHOOL BUILDING

U.S. To Add About 69,200 Classrooms This Year

From The Commercial Appeal Washington Bureau

WASHINGTON, Feb. 17.—A total of 69,200 of the 159,000 school classrooms the nation needs will be completed this year by state and local governments, the United States Office of Education reported Sunday.

The construction program this year will leave some states with only a relatively normal shortage, the report showed.

The biggest shortages will continue to be in the Southern states, where construction, though stepped up, is making less progress in overtaking needs.

The report showed that Alabama needs 11,354 additional classrooms, and will complete only 407 this year. Arkansas was reported to need 8,324, of which only 350 will be completed this year.

However, Missouri was said to need 4,000, of which 1,300 will be completed this year.

Figures for other Mid-South states:

Kentucky—7,000 needed, 800 to be completed this year.

Louisiana—No data on number needed, 1,100 to be completed this year.

Mississippi—6,579 needed, 600 to be completed this year.

Tennessee — No information pending completion of a survey now under way.

While the greatest discrepancies were shown to be in the South, New Jersey was listed as building only 1,436 of the 3,841 it needs, and Ohio only 1,500 of the 4,460 it needs.

The South fared better in the number of teachers with "sub-standard" credentials. California led this list with 9,500 such teachers in its public schools. Michigan had 6,307, and Pennsylvania 5,050.

In the Mid-South area, Tennessee had only 783, Louisiana 466, Missouri 2,300, Alabama 4,000, Arkansas 3,900, Kentucky 2,400 and Mississippi 5,528.

Nationwide, the report listed a total of 89,388 teachers with "sub-standard" credentials.

Schools and the South

Time Is Running Out on Dixie Foes Of Integration, But No One Plans for It

This is the fourth in a series of reports on the school integration issue, written after a two-week trip through South Carolina, Georgia, Alabama and Mississippi.

By Alfred Friendly
Managing Editor

The Deep South has won the first round of the controversy over integration in the public schools, but it has yet to face up to the future development of the issue.

So far, it has prevented any steps toward compliance with the Supreme Court decision of May 17, 1954. It has seized the offensive in the fight and it has created an attitude and climate far more to its advantage than anyone—perhaps even anyone in the South itself—would once have thought possible.

Nevertheless, admission of some Negro students in some Southern schools is inevitable—and in the next few years rather than in the next generation, as the Southern line would have it. The leaders of the six Deep South states—the men of real power and responsibility, as distinct from the strait-jacketed politicians and the demagogues—know this. But they are doing nothing to provide for the day when action must be taken.

For the moment, they have bought time through state laws against integration. But if there is any unanimity among top Southern leaders, it is on the point that these grotesque laws have no chance of being sustained as constitutional.

What Next?

What happens, then, when this time runs out, one or two or five years from now?

One of the most distinguished men in the South, himself up to the eyeballs with work on the segregationist side, had this to say:

"There is not a soul here who is sitting down with others, or even with himself, and making plans against the day when time runs out—when the inevitable catches up."

Yet these Southern leaders know that when their laws have been tossed out and when such neighboring non-Deep South states as Virginia, North Carolina, Tennessee, Arkansas, Texas (and possibly even Deep South Florida) have made initial, or even major steps to get into line with the decision, then South Carolina, Georgia, Alabama, Mississippi and Louisiana will have to do something.

They can expect that at that point a hitherto inactive, even complacent Federal Administration will put on pressure behind the Federal courts.

Southern leaders rarely talk about it, but they have no illusions about the nature of the Federal Government's power, if it chooses to use it. It is economic power.

In the words of the necessarily anonymous gentleman quoted above, "The Union doesn't need troops in this Civil War; all it needs is strings to its dollars."

He added: "If Father Abraham was spending as much money in the Charleston Navy Yard a hundred years ago as the Government spends now, I wonder if those Charlestonians would have fired on Fort Sumter?"

The force that could be exerted on the South through the power of the Federal dollar would be immense. The potential comes from Federal installations in the South, Federal payrolls, purchases, grants, loans, matching funds, and the like.

Another Economic Force

But it is unlikely that the situation will degenerate to the point of sharp economic pressure by the Government. Mere anticipation of such action would probably be sufficient.

Yet even before that, another kind of economic force may play the major role in pushing toward school integration. That is the economic power of the Negro.

In the coldest Adam Smith terms, the Negro is a worker and a buyer. The South can't do without him in either capacity, despite the foolish words of the Citizens Council spellbinders.

One needs only look to the past. In most of the instances where meaningful integration has been achieved so far there was a good economic reason behind it. Some examples:

• In several score Southern cities there has been *de facto*, if not *de jure*, integration in the transit systems. (The fight in Montgomery, Ala., was an exception, counter to the general trend.) Segregation on the buses is uneconomic.

• A Negro can and does walk into almost all white stores in almost all Deep South cities, is waited on, and buys his merchandise. In most places he is allowed to try on clothes, a situation unheard of 30 years ago.

• In Federal installations—Government offices, factories, military establishments and the like—the Negro works side by side with the white person. When manpower and skills grow scarce, it is doubtful that the private employer will let tradition stand in the way of efficiency.

• The Negro rides in the same elevator, stands in the same line at the bank window and the Piggly Wiggly. Even in cities where bus seating is still segregated, the Negro and white share the same queue at the bus stop all of which, incidentally, prompts the wags to say that the South has no objection to Vertical Integration; it's only when the Negro sits down that dire results seem to be anticipated.

Tide Is Running

The tide runs toward integration and the wisest of the Southern leaders know it. They also know that it is running to the shore much faster than the period of "one or two generations," which is the current Southern shibboleth. But they are making no plans for the day it hits.

Faced with the inevitable, the sensible and responsible leaders of the South can be expected to handle it—if they are allowed to—in such a fashion as to avoid a sudden inundation. There are perfectly legal actions that can be taken to make integration come in gradual steps, and there are plenty of forces, many from the Negroes themselves, to avoid overnight massive intermixtures of white and Negro pupils in Southern schools.

The crux of the matter, however, is whether those responsible men will be allowed to handle the issue. At this moment in the history of the race problem they are not the dominant element. Instead, the signals are being called by a group that will not allow a "moderate" working out of the problem. They are the Citizens Councils, the political officialdom at state and local levels, plus the riff-raff fanatics who are not averse to violence. Their watchword is "never." In so far as there is public manifestation of attitude and action, they are presently in control.

The question is: "When the inevitable catches up," who will carry the day—the mob or the moderates?

Thursday: If violence comes.

Gallup Poll—

Dixie Negro Changing View: More Favor School Ruling

(Second of Four Articles)

By JOHN M. FENTON

Gallup Poll Staff Representative

PRINCETON, N. J., Dec. 1.—One of the most frequently advanced arguments from Southern whites is that "the Negro doesn't want integration." But how does the typical Southern Negro feel about the issue?

Nearly two years ago—when the American Institute of Public Opinion first made a study of the Negroes in the South—it found a slight majority of them approved of the Supreme Court decision while a substantial minority opposed it—chiefly on the grounds that too much trouble would result when the schools were integrated.

Since that time, attempts at integrating the schools have been made. Some have been peaceful—others, such as Little Rock, have focused world attention on the trouble that resulted.

Seven Of 10 Favor Ruling

Today, nearly seven out of 10 Southern Negroes are in favor of the Supreme Court ruling—a substantial majority of 69 per cent.

In a special study of the South and segregation, Negro interviewers from the institute's field staff asked a carefully drawn cross-section of members of their own race in the South the same question that was put to them in the earlier study 22 months ago:

"The United States Supreme Court has ruled that racial segregation in the public schools is illegal. This means that all children, no matter what their race must be allowed to go to the same schools. Do you approve or disapprove of this decision?"

The results today, compared with those reported in February, 1956:

SOUTHERN NEGROES	Today	Feb. '56
Approve	69%	53%
Disapprove	13	36
No opinion	18	11

Considering the Negro's misgivings about possible trouble, in the study two years ago, it may at first seem a paradox that there has been this sharp increase in the approval vote during a period marked by racial troubles.

Reasons For Increase

But after an extensive tour of the South, from his own interviewing experience and interpretation of results gathered by the special Negro staff, this reporter sees the answer behind the increase as follows:

1. Despite the troubles over school integration that have occurred in the last two years, the Southern Negro is more inclined to feel that the integration dispute has helped rather than hurt him.

Although many Negroes who were interviewed said they were not sure whether the dispute had helped or hurt, the vote among those who expressed an opinion was five-to-one that it had helped.

2.—The second major reason behind the increase in the approval vote is that the Southern Negro has come to feel today that it would almost be disloyal to his race if he were not to approve.

This is evidenced in part by the fact that in all segments of the Southern Negro population—young and old, college-trained as well as those with grade school education, on cities and farms, in the Deep South and the Border states—a substantial majority is found approving of the decision.

Ruling Sort Of Symbol

In short, the court's ruling has become a sort of symbol for the Negro today—a way of expressing his dissatisfaction with other treatment which he resents bitterly.

Actually, the Negro places separate schools far down the list of things which irritate him in his dealings with the Southern whites. The chief irritants, in fact, have little or nothing to do with legal segregation.

Most irritating to the Southern Negro is the general attitude of the whites—the use of distasteful nicknames when referring to him and what he considers to be a feeling of natural and marked superiority on the part of the whites.

Ironically enough, the very argument that many whites use in defense of segregation, i.e., "the Negroes are happier with the present way," is often a source of this irritation.

A 59-year-old Negro physician from Virginia commented:

"Most white people assume the idea that they know what the Negro wants and they assume the idea that they know what is good for the Negro. They make the sad mistake of portraying the idea that all Negroes are alike and if you see one or two you have the picture of the whole Negro race."

Another area in which the Southern Negro is irritated is that of salaries and pay scales. He resents being paid less in wages for doing what he feels is the same kind of work as the whites.

Only after these major irritants does the Negro mention such things as sitting in the rear of a bus, segregated rest rooms, being unable to eat in white restaurants and—the chief cause of all the trouble so far—segregated schools.

This is not to say that the Negro does not want an end to segregated schools—on the contrary, when our Negro reporters asked them if they would prefer to keep their children in an all-Negro school, two out of three (64 per cent) said they would not. Only one Negro in eight (12 per cent) indicated that he preferred his children in an all-Negro school.

What about the relatively small, but important, minority of Southern Negroes today who do not approve of the court's decision? Why do they feel the way they do?

Almost without exception, the reason they offer is that mixing the schools will result in too much trouble. They fear what might happen to their children if they went to school with white children—or wonder just what kind of education they would get from white teachers.

Thoughts of racial trouble have caused some Southern Negroes to think about moving away from the South.

The study indicates that at the present time about one Negro in six (17 per cent) has considered the possibility of moving. Another 13 per cent said they might move if the situation between the races gets any worse.

Somewhere In North

These figures indicate that about 1,500,000 Negroes out of the Southern Negro population are seriously thinking about moving, while another million might consider it if trouble should flare in their area.

Where would they go? Generally, it is somewhere in the North, often it is "anywhere out of the South."

Washington, New York City and Chicago are mentioned, in that order—cities where there are large Negro populations at present, and where a number of Southern Negroes have already visited.

A 67-year-old auto parts man from Jonesboro, Ga., put it this way:

"When I was in Detroit, I saw it was right smart different. They treated me just like I was white. We rode the same buses and they called me 'Mister'."

Being treated "just like I was white" is the important goal of the Southern Negro at present. The issue of integrating the schools is a symbol to him only because it seems a means to achieve this end.

INTEGRATION REPORT: THE FUTURE AS SEEN IN ELEVEN STATES

New York Times correspondents in the eleven Southern states where there is major resistance to racial integration in the public schools were asked to report on what is likely to happen in their areas. Their reports indicate that reaction to the problem varies somewhat from area to area—depending to some extent on the proportion of the Negro population—but that in much of the South, especially the Deep South, there is "massive resistance," extending even to plans to close the school systems if necessary. The reports also reflect a hardening of resistance since Federal troops were ordered to enforce integration in Little Rock—though there is a general will to avoid violence. Times, New York

VIRGINIA

Virginia's official position is to resist integration legally as long as possible. The state is committed to the "massive resistance" policy espoused by United States Senator Harry Byrd. New York

Virginia has a set of laws approved at a special legislative session last year. One requires the closing of any public school when it integrates. Another requires cutting off state funds for the affected school. P. E 7 Sun. 10-6-57

Observers believe the emphasis Virginia has placed on legal resistance would minimize the possibility of any incident that could not be handled by state officials or police.

NORTH CAROLINA

There has been no change in the integration policy North Carolina plans to follow. This policy, adopted in 1956, leaves to local school boards the assignment of pupils, eliminates race as a criteria for assignment, and authorizes residents of local school districts, by referendum, to close their schools if an "intolerable situation" develops.

To date, eleven Negroes have been admitted to white schools in three cities by voluntary integration. Gov. Luther Hodges is firmly committed to maintenance of law and order.

So far, there have been no Federal court orders to enforce, but a hearing will be held this month on a plea for an injunction to compel the Raleigh school board to admit a Negro to a white junior high school. This could provide the first test of whether there will be peaceable compliance or whether it will be necessary for authorities to use force.

SOUTH CAROLINA

All indications point to a "sit-tight" policy by South Carolina officialdom in the developing state-Federal conflict. There is no expectation of a softening of the resolve to close the public schools, two by two, if courts order them integrated. (The applicable state law would close any school to which a pupil is assigned by a court and the school from which such pupil is transferred).

State officials believe the legal bulwarks are such that no situation like the one in Little Rock is conceivable in South Carolina, unless the Federal Government tries to force the Legislature to appropriate school funds at bayonet point.

Support for Faubus and condemnation of Eisenhower's use of troops are practically universal. At least one of the state's forty-six counties has withdrawn support of its National Guard units.

GEORGIA

While Gov. Marvin Griffin and other Georgia state administration leaders will not define specifically the course they will take if school integration actions develop, it appears probable they will rely chiefly upon a private school plan to enforce segregation. Gover[illegible]iffin has contended that Geo[illegible] laws providing for the abolit[illegible] public schools, if necessary, [illegible]nable the state to deal with a [illegible]egration problem that may [illegible].

These laws empower the Governor to withdraw state funds from any public school involved in the mixing of the races. A school denied funds could then be made a private institution, with the state allocating grants to individuals for their schooling.

FLORIDA

Florida officials have indicated they plan no change in policy on the segregation issue because of recent events in Little Rock unless something unforeseen occurs. Florida now has no integrated schools and no efforts have been made this year toward integration.

Some days ago the Florida House, in special session, failed to muster a two-thirds majority (necessary in a special session) to pass a "last resort" bill which would permit closing of public schools if integration became imminent. Gov. Leroy Collins is strongly opposed to the bill.

TENNESSEE

The best indications on the future course of integration in Tennessee seem to be that integration may be accomplished at schools where the Negro population is small, with bitter battles expected if it is attempted elsewhere, especially in west Tennessee. Politically ambitious Governor Clement is expected to follow the course he took last year when he called out the National Guard when violence flared in Clinton. At that time the Guard was ordered not to escort children to school or otherwise take sides in the dispute, but to keep the peace.

The majority of Tennesseans are quite evidently against integration. The Little Rock situation seems to have put even the moderates into the segregation camp.

ALABAMA

Alabama policy is expected to remain as it is: all education questions—including segregation—are state matters and not under Federal jurisdiction. The 1954 schools decision was "nullified" for Alabama by the state Legislature.

Gov. James E. Folsom says if the Federal Government takes over the Alabama National Guard he will "by proclamation discharge every member." On segregation, the Governor is leaving well enough alone (no school integration suits are pending in Alabama). In the Autherine Lucy-University of Alabama situation in 1955 he declined to call out the Guard, but sent a small force of highway patrolmen.

He has firmly stated his position (viewed from an unusual angle) that he will not force any Negro children against their will to go to school with white children. Early campaigning for the 1958 Governor's race indicates a no-integration plank in every platform.

MISSISSIPPI

Gov. J. P. Coleman this week rejected a suggestion that he call an immediate special session of the Legislature to provide for financing a private school system. He had already set Nov. 4 as the date for a special session to deal with the machinery for a constitutional convention.

As to the policy, the Governor and other political leaders have urged cool heads and calm action in meeting the situation. The state already has a constitutional amendment authorizing the closing of public schools to circumvent integration. No lawsuits have been filed to integrate public schools and no petitions from Negroes to enter white schools are on hand with any local school board.

ARKANSAS

The future of integration in Arkansas is tied directly to the outcome at Little Rock. These hints for the future have, however, already appeared:

(1) There will be fewer attempts at voluntary integration in advance of a court order.

(2) There will be more N. A. A. C. P.-inspired court tests.

(3) Much will depend upon the N. A. A. C. P.'s discretion, the locations it chooses, the ratio of Negroes to whites and the degree of anti-Negro feeling that prevails.

(4) Even where integration has been successfully started, the likelihood of new flare-ups is much greater as a result of Governor Faubus' interference at Little Rock.

What Governor Faubus has succeeded in doing is to make the process of integration a little more painful for everybody concerned.

LOUISIANA

Louisiana segregation leaders, still determined to prevent integration, are largely placing their faith in a delaying action, which calls for a court fight against every move toward integration. Louisiana has a pupil-placement law which has already been declared illegal in Federal District Court. It is now on appeal.

Some of the state's political leaders are prepared to call for abolishing the public school system in the event integration is ordered. Others have said privately they are not prepared to go so far. Several school boards have privately arranged to redistrict in an effort to gerrymander Negro children out of white districts.

TEXAS

Texas will continue integration as a gradual process. However, developments in Little Rock have stiffened resistance.

Texas is resentful that Federal troops were used in Arkansas to enforce integration, but the resentment is not likely to result in a comparable situation, unless Federal courts precipitately order integration in areas with extremely high percentages of Negro population. There integration is making very little progress. Gov. Price Daniel has avowed he will never use troops to enforce integration, but he has also avowed he will keep the peace.

Inroads Are Made In Dixie Toward School Integration

Daily News Jackson, Miss p. 8
Aug 9-57

For some months now it has been apparent that changes are taking place in the South's attitude on the school segregation issue and other fields of race relations. The Associated Press sent a Southern-born and reared staff writer through the region to asses the changes. Here is his report.

By BEM PRICE

NASHVILLE, Tenn., Aug. 31 (AP)—Slowly the hard core of Southern states which take an uncompromising stand against integration is shrinking.

With the opening of another school term this fall, the battle line of diehard prosegregationists is drawn back upon only seven states—Alabama, Georgia, South Carolina, Louisiana, Mississippi, Virginia and Florida.

Thirty-nine months ago, they counted 17 states as more or less firmly in their own camp even though the prolonged adherence of some—border states like Maryland, Missouri, Oklahoma, Tennessee and West Virginia—appeared problematical.

Virginia and Florida are under heavy pressure to begin desegregation as the result of federal court actions and could be the next bastions of the prosegregationists to crack.

SOUTH IS SPLIT

The South is now split on the public school segregation-integration issue on an axis stretching from Fort Smith and Little Rock, Ark., through Nashville and on through Charlotte, Greensboro and Winston-Salem, N. C. In all these cities steps toward integration have been taken.

Change seems to be brewing, especially in the Midsouth.

Immediately after the May 17, 1954 decision of the U.S. Supreme Court holding racial segregation in the public schools unconstitutional, there was a sort of stunned silence throughout the region.

Gradually there developed a highly vocal opposition which expressed outrage and defiance in no uncertain terms from Virginia to Texas.

That is no longer true. On the matter of ultimate compliance with the Supreme Court's decision, the South appears to be breaking up into communities.

It may well be that even in the communities there is developing a split along economic class lines over the integration question.

Even in Deep South states some minor cracks are beginning to appear in the otherwise monolithic white opposition to any form of integration.

NEGRO FOR MAYOR

In Atlanta, for example, a Negro minister, the Rev. William Holmes Borders, said that if the Negro vote continues to increase he might run for mayor. One Negro already has been elected to the city school board.

In Atlanta's last city election Negroes cast some 19,000 votes for mayor. In all, the winner, William B. Hartsfield, received 37,612.

Even in South Carolina some ministers have been circulating a statewide petition for a more moderate approach to the school integration question.

In another Deep South state, Alabama, the Negroes are developing a formidable leadership.

It may be that the decisions to make a start on integration in the six cities are manifestations of whatever it is that is fermenting beneath the surface.

In Charlotte, Little Rock, and here, for example, the people who make up what the sociologists describe as the power structure are moving openly for the first time to the side of compliance.

UNDER COURT ORDER

Nashville and Little Rock were under federal court order to begin integration, but in all probability both cities could have obtained further delays by insisting on tests of recently enacted states laws.

On the advice of their attorneys the school boards in these two cities went ahead with integration plans, holding that further litigation would be costly and useless.

The three North Carolina cities of Charlotte, Greensboro and Winston-Salem were under no court compulsion whatsoever. Their action in simultaneously announcing plans to begin desegregation on a token basis (only 11 Negroes will be admitted to white schools in all three cities) was done with two purposes in mind.

They wanted to prove that a law under which school boards may assign students to schools as they see fit really works and, further, by announcing desegregation plans in all three cities at once, they made it hard for the opposition to concentrate on any one point.

PLAN IN SECRET

For the last three years the North Carolina school boards, each made up of leading citizens, have been meeting together secretly in hotels and restaurants to work out their plans for beginning desegregation.

When four strongly prosegregationist organizations turned up at a Nashville school board meeting to protest the admission of about 126 first-grade Negro children to previously all-white schools, the board listened politely and impassively.

Among those who appeared was the itinerant prosegregationist John Kasper, who has twice been convicted of contempt of court for interfering in school matters.

Spokesmen for the four organizations were answered by Maclin P. Davis Sr., an industrialist and son of Norman Davis, former U.S. ambassador to Great Britain. Davis represented the Nashville Community Relations Conference, which is made up of 17 civic organizations.

AGAINST VIOLENCE

Davis presented a statement that Nashville "will not allow the friendly relations which have prevailed among the groups in this community to be marred by disorders such as occurred at Clinton." There, riots broke out over admission of 12 Negroes to the local white high school last September and again in December. Kasper figured in both.

In Little Rock, which is about 27 per cent Negro, school Supt. Virgil T. Blossom pointed out that five days after the 1954 Supreme Court decision, the school board issued a statement saying it intended to comply.

Blossom conceded in an interview that perhaps 90 per cent of the white people in Little Rock were opposed, but that the leading citizens had called to applaud the board's stand and to pledge support to law and order.

"Our job," said Blossom, "is not to interpret the law. Our job is to obey and accept the moral obligation to develop and maintain a good educational system."

In Charlotte, J. P. Hobson, vice chairman of the school board, said that after the desegregation announcement there were telephone calls and letters protesting, but that generally the community had accepted the decision calmly.

After the protests came the letters and calls from the people of influence supporting the action.

In each of these three cities-Little Rock, Nashville and Charlotte—the newspapers have played a leading role in conditioning community acceptance.

School Integration Battles Raging In Nine States

Spotlight on Texas, Arkansas

DALLAS, Texas — Physical and oral action on the integration front last week was highlighted by the Federal-state battle in Arkansas and a school integration order from Judge William H. (High Pocket) Atwell in Federal court here.

Nine states were involved directly in the week's action — Virginia, Texas, Arkansas, North Carolina, Maryland, Georgia, Alabama, Kentucky and Tennessee. Michigan was involved indirectly as a result of the Urban League convention in Detroit.

The states involved and summaries of the action therein follow:

TEXAS — In Dallas, Federal Judge William H. Atwell on Thursday signed, reluctantly, an order requiring integration in that city's public schools with the beginning of the second semester (in January).

"It is difficult for me to approve this order, but this is a land of law and it is my duty to do what I have been ordered to do by a higher court," declared the 87-year-old judge, known affectionately as "High Pocket."

Judge Atwell had been twice reversed by a higher court in a suit brought by parents of 23 colored pupils in 1955 to force the Dallas independent school district — largest in the nation — to integrate its schools.

In the latest reversal, the U.S. Fifth Circuit Court of Appeals ordered that the Dallas school district integrate its schools "with all deliberate speed."

KENTUCKY — In Sturgis, the high school opened on Sept. 3 with 17 colored pupils enrolled. On Thursday, the 18th of his race joined those who were already attending Sturgis High in the third day of nonviolent integration.

Although there were a few catcalls and a little heckling as the colored pupils drove up in private automobiles, a crowd of some 50 segregationists stood generally quiet across the street as the new pupils entered the school.

TENNESSEE — In Nashville, U.S. District Judge William E. Miller held Friday that this state's "voluntary segregation" plan is "clearly unconstitutional." The ruling cleared the way for racially mixed classes in the first grade Monday of this week.

The judge told school board attorneys, who asked for the hearing, that to fall back on the voluntary plan would void his own order to integrate the schools forthwith.

He told the board that the plan, whereby parents could choose to send their children to segregated or unsegregated schools, conflicts with the U.S. Supreme Court's basic decision against segregation in the public schools.

At Clinton, the second year of integrated classes got underway without incident. Clinton was the scene of some of the sharpest conflict last year. Eight colored pupils are among the 750 white pupils there this year.

NORTH CAROLINA—Speaking in Raleigh, Gov. Luther M. Hodges declared that the "state and the people of North Carolina will not tolerate any lawlessness or violence" in connection with the school integration program.

Winston-Salem became the third city in the state to enroll a colored student in a formerly all white school when a 15-year-old girl began attending classes at Reynolds High School.

In Charlotte, calm and composed Dorothy Geraldine Counts, 15, became the first pupil of her race to attend Harding High School after walking through a jeering, epithet hurling crowd of whites.

While at class some hoodlums yelled epithets outside the window and as she left the school white pupils jostled her as they ran past, one striking her lightly with a stick as the crowd followed her.

Police arrested a young white boy and a girl as a result of the incident.

At the end of the school day —still calm and composed — Miss Counts told reporters: "I expected this kind of reception, but I hope it will change in a week or so."

In school she said, it was not so bad. Some white girls sat beside her in the auditorium and talked in a friendly fashion, saying "I'm glad you're here." She overheard another tell a friend, "She (Miss Counts) seems pretty nice."

"No, I wasn't frightened. No really, not at all," Miss Counts said, adding: "I expected something like that, but really I didn't expect it to be like that."

Her family received a number of calls during the afternoon, many from white persons who wished to apologize for the actions of some of the white pupils who caused the incidents of the day.

In other Charlotte public schools, two other colored pupils spent their first day with white classmates without incident. There were a few jeers as they entered, but no crowds and no demonstrations.

Also in Charlotte, Gustavus Allen Roberts, accompanied by his father, entered Central High School, also without incident. A few spectators taunted him outside the building but there was nothing unusual in his reception from white teachers and pupils.

His sister, Girvaud Lillie Roberts, 12, also was met by a few jeers from spectators as she walked on the grounds prior to entering Piedmont Junior High School.

The mother of Dolores Maxine Huntley, 12, who was to have entered previously all white Alexander Graham Junior High School, telephoned officials that she would keep the child home for the day. She was expected later in the week.

At Greensboro, the state's third largest city, five colored pupils who entered Gillespie Park Elementary and Junior High School on Tuesday attended classes on Wednesday without incident.

They had been heckled by a small group of white spectators on the previous day. A sixth pupil, Josephine Ophelia Boyd, 17, also received a few catcalls as she entered Greensboro High School, formerly all white.

Also in Charlotte, a young white housewife was given a stern warning by Police Chief Frank Littlejohn Wednesday after a demonstration outside Harding High Schoo, where Miss Counts enrolled.

Mrs. John Z. Warlick, wife of a truck driver, was "very much in evidence" among crowds which threw pebbles and spat upon Miss Counts and her escort, Dr. Edwin Tompkins, professor at Johnson C. Smith University.

The police chief told Mrs. Warlick "It would be my unpleasant duty to arrest you if you set your foot on city school ground in the future."

Mrs. Warlick, elected secretary-treasurer of a White Citizens Council organized by John Kasper in her home Sunday, addressed the council's second meeting Tuesday, along with her husband.

Later, Mrs. Warlick told newsmen she was severing her ties with the council, adding: "I am not trying to agitate any trouble. I think by stating our opinions my husband got tied up with John Kasper. I don't agree with everything he believes in."

She made that statement, however, only after Chief Littlejohn had gone to the Warlic home where, he said, he warned her that he would "personally sign any warrant against you" if she interfered in school affairs.

MARYLAND — At Easton, in Talbot County, integration of 11 colored children into three of the county schools was affected smoothly after arrest of three persons on complaints of school board officials.

Two of the persons, L. Francis Berry and Mrs. Elsie Andrews, members of the Talbot County Citizens Association (White Citizens Council), were held Friday for the grand jury on conspiracy and disorderly conduct counts.

They were charged with conspiring to induce children to remain out of school, disturb the school in session and conduct a picket line. Swift action of law enforcement authorities nipped the disorders in the bud.

The third person arrested, C. Lester Chance, was found guilty in magistrates court of using obscene language on a public street near Hanson School and fined $25 and costs on a disorder charge.

In Leonardtown, St. Marys County — deep in southwestern Maryland, expected integration in the county's schools failed to come off when classes began Thursday on a segregated basis.

According to Miss Lettie Dent, county superintendent, of the four colored pupils who had been assigned to attend three formerly all white schools:

One moved from the county, two withdrew applications to returned to schools attended last year and the fourth withdrew at school opening.

ARKANSAS — In Little Rock, Judge Ronald Davies in U.S. District Court on Saturday delayed until Monday of this week action on the impasse between Gov. Orval Faubus and the Federal court, apparently giving the governor time to "cool off."

If National Guardsmen called out by the governor are not removed by Monday and the children permitted to attend school as ordered by the court, Governor Faubus may be called into court on a show cause order.

Failure on the governor's part to obey that order would automatically bring an injunction against him, defiance of which would automatically subject him to arrest by Federal officers.

Also in Arkansas, Hoxie began its second year of integrated classes, Van Buren integrated some of its schools for the first time this year, while North Arkansas has delayed integration — apparently waiting on Little Rock.

ALABAMA — In Birmingham, the board of education received applications from colored parents for enrollment of their children in three "white" schools and, at the same time, adopted new admission rules based on the state's school placement law.

None of the parents of the children who filed the petition was present. The Rev. F. L. Shuttlesworth, one of the parents, said he did not consider their presence necessary and they were not asked by the board to attend the session.

GEORGIA — In Augusta, school officials are faced with the problem of what to do with a fairskinned child whose parents say she is colored but was denied enrollment in a colored school and not wanted in the white school.

Fluenelly Utley, father of Patricia Utley, said he tried to register her Friday at Charles T. Walker School. The application was rejected by Principal I. E. Washington because, he said, the child appeared to be white.

County School Superintendent Roy E. Rollins, who said the Utley family, all with fair skin, live in a "colored area" and insist they are colored, added that he does not know what disposition will be made of the case.

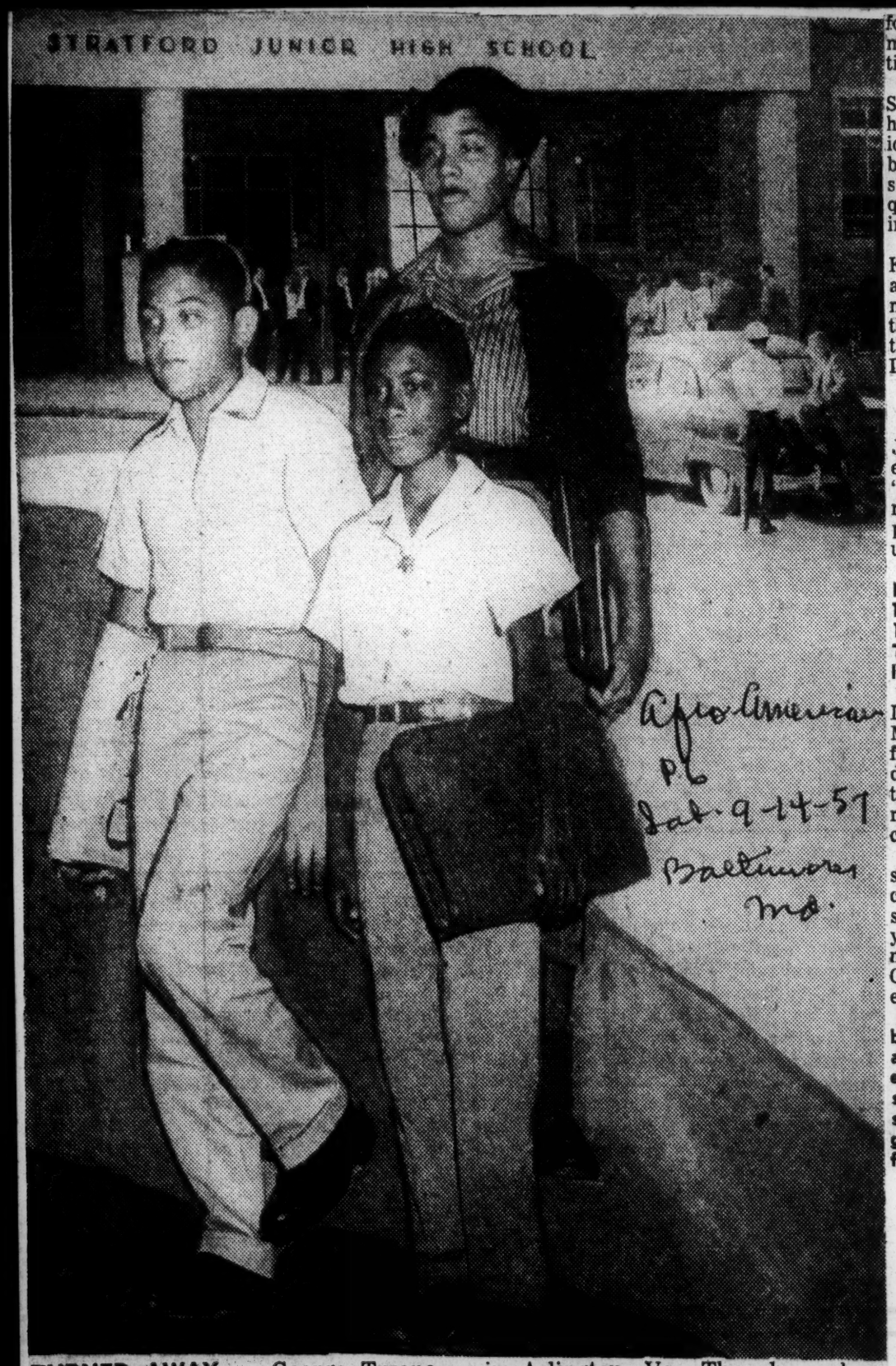
MICHIGAN — Meeting in Detroit, the National Urban League viewed with "grave distress" the use of National Guardsmen to prevent school integration in Little Rock.

The 600 delegates expressed confidence that President Eisenhower promptly will bring all of the Federal Government's authority "into play" and directed that their sentiments be conveyed to the President immediately.

The convention said in its statement adopted and sent to the President:

"We recognize that the issue emerging from the defiance of the Federal court by the governor of Arkansas has now become far larger than one of school desegregation, important as that is.

"What is now involved is the question as to whether a state's chief executive can use his state's armed force or other authority to defy the Federal Government and the laws pro-



TURNED AWAY — George Tyrone Nelson (left) and his schoolmates, E. Leslie Hamm, 11 and Joyce Bailey, 13, leave Stratford Junior High School, in Arlington, Va., Thursday, where they were denied admission under the Pupil Placement Act. (Story on page 7.)

tecting the security and freedom of the American people . . ."

VIRGINIA — Sitting in Staunton, the State Supreme Court of Appeals Thursday denied a motion by attorneys for Mrs. Theodore DeFebio for a rule that would allow her two sons to attend Fairfax County schools without signing the required pupil placement forms. Mrs. DeFebio is testing the constitutionality of the pupil placement law (designed to maintain segregation in the schools). She asked that the boys be allowed to attend school while the case is pending.

In Arlington, six colored pupils were turned away from three "white" schools after principals told them they could not be admitted under the state's pupils placement laws.

Down at Falls Church, the father of Joel Klein, 12, declared that he has refused to sign a Virginia pupil placement form only after "wrestling with my conscience for a long time."

Joe, son of Mr. and Mrs. Samuel C. Klein, was sent home from George Mason Junior-Senior High School Tuesday because his parents had not signed the placement form required under the state's anti-integration laws.

"I am not a crusader," Mr. Klein said in explaining his action. "I was concerned with my oath as a lawyer to uphold the constitution of Virginia and the United States. As a lawyer, I couldn't see any other way."

Integration story in a nutshell

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TENNESSEE—In Nashville, District Court Judge William E. Miller cleared the way Friday for integrated classes on Monday of this week when he ruled that the state's "voluntary segregation plan" is "Clearly unconstitutional."

NORTH CAROLINA —Winston-Salem became the third city in the state to integrate its schools with enrollment of a 15-year-old colored girl at Reynolds High. Greensboro and Charlotte had already integrated.

MARYLAND—In Easton, the back of a threatened boycott and school disorders was broken with the arrest of three persons, two on charges of conspiracy, being held for the grand jury and a third fined $25 for disorderly conduct.

ARKANSAS—In Little Rock, Judge Ronald Davies has delayed a Federal court crackdown on Gov. Orval E. Faubus until Monday of this week, after which the governor will begin to feel the full power of the Federal court.

ALABAMA—In Birmingham, as the school board received applications from colored parents for integration in their "white" schools, it adopted new admission rules based on the state's pupil placement laws.

GEORGIA—In Augusta, school officials are faced with the problem of placing a fair-skinned child, who is too white" to attend a "colored" school and "too colored" to get into a white one.

MICHIGAN—In Detroit, the National Urban League's 600 delegates viewed with "grave distress" the use of National Guardsmen (by Gov. Orval E. Faubus) to prevent school integration in Little Rock, Ark.

VIRGINIA—At Falls Church, the lawyer-father of a 12-year-old white boy has joined Mrs. Theodore DeFebio, also white, in fighting the state's pupil placement law.

TEXAN BIDS SOUTH PUSH INTEGRATION

Historian Says Alternative Is 'Inundation'—Sees Peril of Political Division

Special to The New York Times.

HOUSTON, Tex., Nov. 9—A Texas historian has warned that the South must accept school integration or face "inevitable inundation."

He is Dr. Walter Prescott Webb, a University of Texas history professor. Dr. Webb addressed a session of the Southern Historical Association, which ended its convention here this week.

Dr. Webb told the group that the racial question was one of two dangers that might prove disastrous to the South. The other, he said, is the danger that it might become divided politically.

He pictured the South as an island "in a rising sea" that might be inundated unless it accepts the United States Supreme Court's school segregation decision "however deliberate its speed."

He conceded that some of the criticism of the South stemmed from "sectional jealousy" triggered by the section's improving economic position.

"As long as the South was church-rat poor," he commented, "there was nothing for the other sections to be jealous of."

For the first time since the Civil War, he said, the South is beginning to have enough capital to finance its own enterprises and is becoming an exporter of capital.

"All economic factors," he is no longer economic problem No. 1 of the nation.

"All economic factors," he stated, "seem to be in the South's favor and to promise it a bright future, but there are political factors which are pregnant with danger for the South."

In pointing to the danger that the South might divide politically, he warned that the big newspapers and many business interests might become confused and forsake the Democratic party, "the only party that has ever served the South."

Dr. Webb said the South "can never hope for anything better than what it has had from the Republican party." In the past, he continued, "Southerners have been bound together by poverty; they should not now be divided by prosperity."

At its closing session today the historical association selected Robert H. Russel of Western Michigan College as the winner of the first annual Dr. Charles W. Ramsdell Award. The award was for the outstanding article published during the past two years in The Journal of Southern History. The Russel article was entitled "What was the compromise of 1850?"

Walter B. Posey of Atlanta was named president of the group to succeed Col. Robert S. Henry of Washington.

Because of its improving position, Dr. Webb said, the South

14d(1) 1957

GENERAL

Spelling It Out

(From The Christian Science Monitor)

The Supreme Court has upheld the rulings of the federal Fourth Circuit Court of Appeals on three cases involving desegregation of the public schools. Two arose in Virginia, one in North Carolina. And in affirming the opinions, written by the appeals court's chief justice, John J. Parker, the high tribunal has given a clue to its thinking on two very vital points.

Virginia, it will be recalled, in enacting the "Stanley Plan," endeavored to interpose the state itself between its school districts and the Supreme Court's rulings. It can withhold state funds from districts which attempt to desegregate. And it makes the Governor, not local school boards, the responsible and authoritative agency for pupil assignment.

Virginia officials, the appeals court said, had shown "an attitude of in transigence" toward compliance with the Supreme Court rulings. And it upheld the schedule for desegregation already laid down by federal district courts.

North Carolina, on the other hand, at about the same time Virginia acted, set up a plan for accommodating itself to the new interpretation of the Fourteenth Amendment. It gave each local school district the power to assign each pupil not by race alone but in accordance with his best interests and those of the school and community.

The appeals court held that "it is for the state to prescribe the administrative procedure to be followed so long as this does not violate constitutional requirements." This North Carolina has done. And the court ruled that the plaintiff must have invoked these administrative procedures before he can appeal to federal courts.

In brief, the Supreme Court has held that Virginia has not acted with the "deliberate speed" prescribed; North Carolina has. Whether its procedures are constitutional the courts, apparently, must determine in some future case in which they are specifically challenged.

There is another point, much misunderstood of late, which these rulings of the appeals and the highest court should make clear: that the guarantees of the Bill of Rights protect the citizen directly, not by way of nor through sufferance of the states.

Judge Parker said of the Virginia cases (and the Supreme Court affirmed) that the suits before the courts were actions "for the protection of individual rights under the Constitution by enjoining state officers and agencies from taking action beyond the scope of their legal powers." And of the North Carolina case: "Federal courts should not condone dilatory tactics on the part of state officials in according to citizens of the United States their right under the Consgtitution."

It is of the very essence of the federal Union that Americans are at once citizens of their states and of the United State. And "this Constitution," says the national code, ". . . shall be the Supreme Law of the Land. . . ."

Ike Makes School-Aid Plea Again

Calls Education More Important Than Weapons

By The Associated Press

Washington, April 4.—President Eisenhower, plugging anew for his classroom-construction program, said tonight the nation's schools are more important than Nike antiaircraft batteries "and more powerful even than the energy of the atom."

In an address at the centennial dinner of the National Education Association, Eisenhower asserted:

"The hope of the world is that wisdom can arrest conflict between brothers. I believe that war is the deadly harvest of arrogant and unreasoning minds."

Calls Schools Strong Points

The President, whose talk was carried nationwide on radio, said further that the strength of America's arms "is always related to the strength of our minds." Then he added:

"Our schools are strong points in our national defense. Our schools are more important than our Nike batteries, more necessary than our radar-warning nets, and more powerful even than the energy of the atom.

"This is true, if for no other reason than that modern weapons must be manned by highly educated personnel if they are to be effective, and the energy of the atom can only be understood and developed by the most highly trained minds in the country."

The Ford Foundation has announced a $25,000,000 grant to help train college teachers. Story on Page 4.

The President got an ovation at the start and the conclusion of his 15-minute talk at the Sheraton Park Hotel, but his audience of about 1,200 there listened in silence while he spoke.

Eisenhower's fresh appeal for Congressional approval of the Administration's four-year, $1,300,000,000 school-aid program came a few hours after the first action in Congress this year on a program in that field.

A House education subcommittee approved, 6 to 1, a five-year, two-billion-dollar program of federal grants to the states to help build classrooms.

Bill Is Compromise

The bill amounted to a compromise between the Administration plan and a proposal by Democrats calling for a six-year, $3,600,000,000-program of aid.

In his speech, the President made no mention of the subcommittee action.

He did repeat that federal help is necessary on an emergency basis because he said the school-building program "suffered three grievous setbacks in this generation." He listed these as "the depression of the '30's, the war of the '40's, and the Korean crisis of the '50's."

Eisenhower also repeated:

"Federal help in building schools will not mean federal control. After these new schools are built, after the bricks are laid and the mortar is dry, the federal mission will be completed. All control and use of the schools will be in the hands of the states and the localities."

Eisenhower stressed his belief that the individual states and local communities must share the burden of meeting current needs.

The President posed this question as a possible lesson for the future:

"Might this country not have been spared the senseless grief of the War Between the States, and a just and peaceable solution to its causes reached, if there had been more men of education, more men of wisdom, in positions of leadership and among our people a hundred years ago?"

In another speech William G. Carr, executive secretary of the National Education Association, said the N.E.A. would fight to the finish for federal aid to education.

Future In House Uncertain

The measure approved today by the House subcommittee now goes to the full committee, which is scheduled to meet next Thursday, and thence to an uncertain future in the House.

There it is expected to encounter two major obstacles — budget cutting and a dispute over segregation.

A school-construction-aid bill perished in the House last year after it was amended to withhold federal aid to any school districts practicing racial segregation in the classrooms. Representative Powell (D., N. Y.), who sponsored last year's amendment, has said he would offer a similar rider this year.

The subcommittee measure would spread $400,000,000 a year among the states on a 50-50 matching basis. Half the federal-aid funds would be distributed on the basis of school-age population alone; the other half on the basis of need.

Would Provide Bond Fund

It also would provide a federal fund of $750,000,000 for the purchase of school-construction bonds that local districts cannot market at reasonable interest rates.

The subcommittee made public a table—compiled by its staff on the basis of figures for the 1953-54 school year and taking into account the "effort" factor of each state—showing the total amount of aid that would be allotted to each state under the bill and the amount of aid per school-age child.

The table showed the bill would give Kentucky $9,725,000, or $12.68 per child; Indiana, $10,084,000, or $10.69, and Tennessee, $11,062,000, or $13.08.

Deep South Race Bars Still Up 3 Years After Court Ruling

Journal & Constitution p. 22-A
Sun. 5-12-57

6,000,000 School Children Remain Untouched by Tribunal's Decision

Atlanta, Ga.

By The Associated Press

Three years after the 1954 decision of the U.S. Supreme Court outlawing public school segregation, the nearly six million white and Negro children in eight Deep South states still are attending racially separated schools.

There has been no break in the traditional pattern of segregation on the secondary public school level in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia.

Three other Southern states, Arkansas, Tennessee and Texas, have taken some steps toward integration, but it has affected less than 5,000 Negroes, nearly 3,500 of them in Texas.

With the official state attitude favoring it, desegregation has been more rapid in the border states of Delaware, Kentucky, Maryland, Missouri, Oklahoma, West Virginia and the District of Columbia. However, some segregated schools still remain in those areas.

* * *

THE SOUTHERN School News of Nashville, Tenn., reports that in areas where public school segregation was practiced three years ago, desegregation has begun or been completed in 676 districts having enrollments of 1,847,000 white and 325,274 Negro children.

Its records show there still are 3,000 racially segregated school districts having 7,270,000 white and 2,474,000 Negro pupils.

Most of those districts are in the 11 states where public school segregation is intact or predominant.

A large number of petitions or lawsuits seeking to force integration are pending in all of the segregated areas.

* * *

BUT EACH of the 11 states has enacted various types of legislation designed to deter integration or circumvent the Supreme Court decree barring separation of whites and Negroes in public schools on the basis of race alone.

In addition, all of the states except Texas have passed resolutions of interposition, nullification or protest over the school segregation decision. Arkansas passed two.

Seeking to maintain segregated schools, several states have set up various forms of a private school plan, under which public schools would be abolished if forced to integrate, and a system of private schools inaugurated.

* * *

ALABAMA, WHERE violence flared over admission of a Negro to the state university and in the Montgomery bus segregation situation, has a "freedom of choice" act under which parents can elect whether to send their children to segregated or integrated schools.

* * *

GEORGIA, North Carolina and Virginia have set up constitutional and statutory authority to close schools which are forced to integrate and use public funds to pay educational grants for pupils to attend private segregated schools.

* * *

VIRGINIA also has adopted a "massive resistance" program which includes pupil and teacher assignment laws and acts to discouraged lawsuits on segregation.

* * *

FLORIDA, where the state Supreme Court has rejected a U.S. Supreme Court order for immediate admission of a Negro to the state university, set up a public school pupil assignment law and increased the governor's police powers.

* * *

LOUISIANA, by constitutional amendment, requires segregated schools under the state's police power, and authorizes the State Board of Education to withhold approval of any schools which do not comply.

* * *

MISSISSIPPI, which is endeavoring to equalize white and Negro school facilities by constitutional amendment, has authorized the legislature to abolish public schools. The state also has passed various laws designed to maintain segregation and discourage litigation.

The constitutional requirement of free public schools was repealed by South Carolina two years before the Supreme Court decision, and since then the state has enacted a law denying state funds to any school which is forced to integrate.

Desegregation began in Arkansas soon after the Supreme Court decision and eight districts now are at least partially integrated or have plans — some of them court prompted — to do so. But last fall, the state, by referendum, adopted a pupil assignment law and resolutions of interposition and nullification.

* * *

CLINTON, WHERE disorders boiled up last fall, is the only integrated public school district in Tennessee. The Oak Ridge federally operated system has been integrated since 1955. The 1957 legislature passed a segregation package, including an interposition resolution, a bill which in effect authorizes a district to operate white, Negro, and integrated schools, and a pupil assignment law.

Desegregation in Texas has largely been in the west and south portions with little, if any, in the eastern section where the Negro population is larger and segregation traditions stronger. Of approximately 841 districts having Negro schools, 104 have begun integration. Mob action halted admission of Negroes to Mansfield High School. Texas has won a permanent injunction against the National Assn. for the Advancement of Colored People on grounds of illegally soliciting integration lawsuits and creating public unrest.

* * *

THE PICTURE is slightly different at the college level and in parochial schools. Only in Alabama, Florida, Georgia, Mississippi and South Carolina are there no Negroes in state-supported white colleges. However, private white colleges in some of those states have a few Negro students.

Some parochial schools in some of the states have eliminated segregation.

Only 8 States Still Resisting School Mixing

Advertiser
Sun. 5-12-57
p. 1

By THE ASSOCIATED PESS

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STATE ATTITUDE

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Sun. 5-12-57

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p. 2a

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FEW STUDENTS

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Education's Streamlined, Too

Li'l Red School House Left in the Dust

By Herman R. Allen

WASHINGTON (AP) — The new U. S. Commissioner of Education believes children should be taught the old-fashioned three Rs. But he believes it's just as important that they be taught to think, and to think "within a democratic framework."

He believes that in today's world American education carries a heavier than ever responsibility to develop each individual's fullest possibilities, for both his own and the nation's good.

He believes that schools and teachers today are far better than they were in "the so-called good old days."

The new Commissioner, Lawrence C. Derthick, on leave as superintendent of Chattanooga schools, emphasizes one more point.

"No appraisal of my theories in education would be complete," he says, "without a firm statement of my belief that the schools have a duty to impart moral and spiritual values. With character foundation well established in our youth, we can face the future looking forward to its marvelous promise instead of to its fears."

THE PRINCIPLES that Derthick laid down in a nearly two-hour interview a few days after he had taken over as head of the U. S. Office of Education were his own.

He made clear that he had no intention as Commissioner to attempt to force them on the schools and colleges of the nation.

"My view is that the Federal Government should exercise leadership but not domination and assistance but not interference," he said. "Control of education rests with the states and communities.

"Within the limits that the Office of Education should have, I hope we can touch the teacher at the grass roots, and the college professor in his classroom, with such help as we can offer—and at the same time draw on them for inspiration."

Derthick is already on record as "hopeful that Federal aid for school construction will be enacted quickly and harmoniously by Congress" under a plan "designed to encourage increased financial effort by local communities and states."

He has called for support of the Supreme Court's school desegregation decisions but has urged Americans to avoid extremes in meeting them. (The Chattanooga school board has stated it may be five years before desegregation is solved there.)

"I BELIEVE in the old-fashioned three Rs," Derthick said, "taught by the best methods, old and new. Our youth must be well grounded too in the essentials of history, science and literature.

"But these things by themselves are not enough. Our youth must be taught how to think.

"We can't teach a child the answers to questions today because the answers will be different tomorrow.

"We must teach them how to find answers—to analyze, to sift the true from the false—so that they can reach sound conclusions tomorrow whatever the problem may be.

"And this must be taught within the framework of democratic principles. If our youth are well grounded in these principles and understand how they have operated in the lives of brave men before us, they will cherish them beyond price.

"On the other hand, if our youth have an objective look at other ways of life, they will see subversive 'isms' for what they are."

Derthick emphasized that guidance of youth into educational and career channels in this country must preserve free choice.

"We can't herd people around here," he continued. "Russia is doing that, and they're getting a lot of scientists and engineers, for example.

"But our advantage is that the scientists we get under our system will be better scientists—more creative, more enthusiastic, happier in their work.

"And if we have taught them how to live as Americans, if we have taught them citizenship, character, integrity, they will live with other people harmoniously and be better rounded individuals."

ONE OF Derthick's pet peeves is the critic who contends that schools aren't so good as they used to be.

"The modern school is as superior to the little red school house as the modern automobile is to the Model T Ford," he says.

Trend Toward Integration Spreads Despite Violence

NEW YORK — Although the South's reaction toward the Supreme Court's decision on school segregation has been mixed in the South and border states, the basic trend toward integration which has been evident for some years has undoubtedly been speeded by the decision. Such is the major conclusion of a survey of recent developments on the segregation front by Harold Fleming and John Constable of the Southern Regional Council published recently by The Public Affairs Committee, 22 E. 38th street, New York City under the title, What's Happening In School Integration?

"The Supreme Court's school decision set the stage in law for a major revision of racial practices in this country," Messrs Fleming and Constable write. "Yet, for all of its far-reaching implications, the decision was not an abrupt departure from current trends. In the years immediately preceding the decision segregation had been steadily crumbling."

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"THROUGH court action, southern Negroes had won the right to cast their ballots in the all-important Democratic primaries, to serve on juries, to enroll in the graduate schools of state universities, and to ride unsegregated on interstate trains. Whites and Negroes in the Armed Forces had served side by side for several years, many of them at southern military posts."

"Not all of the Negro's advances were the result of court rulings of executive orders," the authors point out. "Many private and church-related colleges in the South had voluntarily opened their doors to Negro students. Professional associations had begun accepting into membership Negro doctors, nurses, lawyers, and ministers. Sixty-odd southern cities had opened the doors of their main public libraries."

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"THE TREND toward integration is the result of various forces," Fleming and Constable explain. They include: "The war-inspired concern for minority rights which has been enhanced by a growing awareness of the effect of our racial policies on world opinion; action by Negroes themselves, human relations agencies, church and civic groups, enlightened school administrators and public officials; and the growing realization that it is often cheaper to integrate than to provide new or improved facilities."

Thus, the school decision did not mark a sudden change of direction," they add. "But the decision did extend the principle of equal citizenship farther than ever before. . It challenged a way of life in the South traditionally based on subordination of the Nego."

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THE PAMPHLET reviews in some detail the differing reactions in four main areas of the South and border states. Five states and the District of Columbia have undertaken school integration as a matter of official policy. Four states—Arkansas, Delaware, Tennessee and Texas—have been divided in differing areas within their boundaries in their policies. Florida, North Carolina, and Virginia have shown a stiffening resistance to desegregation.

The remaining five states of the deep South or "black belt"—where Negro population tends to run the highest—have committed themselves to a last-ditch defense of segregation. It is in these states that the Citizens' Councils and the Klan have flourished more of less openly.

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THE SUPREME Court's decision was also found to have encouraged the trend toward desegregation in northern schools as well as in housing and employment in the North. The continued existence of vast areas of segregated housing was cited, however, as a persistent and difficult problem.

"What's Happening In School Integration" is the 244th in the public affairs pamphlet series which is now in its 21st year. The series has included many other distinguished titles covering social and economic problems, family relations, health and intergroup relations.

Buyers pass up bond offers to build segregated schools

NEW YORK — Some southern states are complaining about the lack of buyers for school bonds to finance segregated schools, according to newspaper articles and editorials from the South received at NAACP headquarters here.

Gov. Leroy Collins of Florida is so perturbed about the school bond situation that he has written an 800-word letter to President Eisenhower asking the Federal Government to purchase Florida's state school bonds.

In his letter Governor Collins said conditions "are making it difficult, unfeasible or impossible for states and local units of government to market bonds for the financing of vitally needed public improvements."

The governor's letter declared that "we in Florida ... desperately need to sell a substantial amount of school bonds to finance construction of school buildings sorely needed now and for which the need will be greatly increased in the immediate future."

The "urgency of the situation as I see it from the state level" cannot be overemphasized, Gov. Collins said.

TWO VIRGINIA NEWSPAPERS recently have editorialized on school bond difficulties in that state. The Newport News Press said the trouble is "apparently growing."

"Much of the legal doubt concerning school bonds in Virginia might have stemmed from Judge Leon M. Bazile's ruling that a certain county's school bonds were illegal because, having been approved before the Supreme Court acted, they were understood to be for the construction of segregated schools," THE PRESS speculates.

The NORTHERN VIRGINIA DAILY of Strasburg, Va., attributes Virginia's school bond difficulties to a "psychological cloud" and goes on to say:

"The 'psychological cloud' was described by investment brokers. They say that investors have been frightened away from Virginia school bonds because of the action of the General Assembly in providing that state funds would not be appropriated to operate integrated public schools."

The Strasburg newspaper notes that "within the past two weeks two Virginia localities were unsuccessful in efforts to market their school construction bonds." These localities are identified in the editorial as South Norfolk and Hopewell.

Anti-Segregation Not Mentioned

Ike Asks Quick Action On School Building Program

BY JAMES LEE

WASHINGTON — (INS) — President Eisenhower asked Congress Monday to provide more than two billion dollars for a four-year school construction program which he said is urgently needed to alleviate a "most critical" situation.

The Chief Executive declared in a special message that the Senate and House should "act quickly upon this pressing problem."

Mr. Eisenhower did not mention the anti-segregation amendment which doomed his aid to-education program last year.

Rep. Adam Clayton Powell (D) N. Y., has served notice that he will again fight for the controversal hold federal funds from any school district refusing to comply with the Supreme Court decision barring racially segregated schools.

Sen. H. Alexander Smith (R) N. J., announced he will introduce Tuesday a bill to carry out the President's recommendations. But Senate Labor and Education Committee chairman Lister Hill (D) Ala., indicted he will wait for House action before taking up school-aid legislation.

HE RECOMMENDS

The President recommended:

1. "Federal grants to the states for school construction, at the rate of $325 000,000 a year for four years, a total of $1,300,000,000"

2. "The authorization of $750,000,000 over the four-year period for federal purchase of local school construction bonds when school districts cannot market them at reasonable interest rates."

3. "Advances to help provide reserves for bonds issued by state school-financing agencies."

4. "The expenditure of $20 000 000 in matching grants to states for planning to strengthen state and local school construction programs.

Mr. Eisenhower proposed that federal funds be allocated on a basis of need, with a larger share going to the states least able to finance needed construction.

This clashes with the Democratic measure sponsored by Rep. Augustine B. Kelley, Pa., which would allocate $3,600,000,000 in direct federal population basis.

ALL-OUT DRIVE

House Republican leader Joseph W. Martin Jr., Mass., promised an all-out drive in behalf of the President's recommendations.

Martin said: "The education of American children is the nation's greatest asset. Six million new pupils will enter presently overcrowded schools in the next five years. It is our duty to assist the states to provide adequate modern classrooms for them."

Mr. Eisenhower said his program "is designed to accomplish in four years what last year's proposal would have done in five, since one year has already been lost."

UNPRECEDENTED

The President declared that the nation's educational task is "unprecedented in its sheer magnitude." He pointed out that "there are enrolled in our public schools about two and one-quarter million children in excess of the normal capacity of the buildings in use."

The Chief Executive added: "These children are forced to prepare for the future under the handicap of half-day sessions makeshift facilities, or grossly overcrowded conditions. Further, many classrooms which may not be overcrowded are too old or otherwise inadequate. They should be promptly replaced.

STATE TASK

Mr. Eisenhower said the educational task is "basically a state and local responsibility," but, he declared: "It cannot now be said -- realistically -- that the states and communities will meet the need."

He said: "The rate of state and local construction is spotty, with noticeable lags in areas where needs are expending most rapidly."

The President also made these points:

Teachers -- "Far more needs to be done in our various communities to enchance the status of the teacher -- in salary, in community esteem and support -- and thereby attract more people to the profession and equally important, retain those who bear so well the trust of instructing our youth."

Office of education -- Mr. Eisenhower said he is asking increased funds for the agency's activities "because they hold such promise for real progress toward solving some of the basic and long-standing problems in education."

Higher education -- the President called attention to the report of his committee on education beyond the high school, which urged "much more planning" at the state level to meet current and future needs for college-trained men and women. He asked Congress to authorize grants to the states of $2,500,000 a year for three years for this purpose.

School Mixing Rising In South

ATLANTIC City, N. J. — (INS) — Paul J. Misner, president of the American Association of School Administrators, reported last week that about 12 per cent of the Negro pupils in southern and border states — particularly the latter — are now enrolled in desegregated schools.

"But there are eight states in which there are no desegregated public schools," he added, "and across the nation in both the North and the South, school policy with respect to desegregation is a controversial issue and a source of community dissension."

Dr. Misner, who is superintendent of schools, Glencoe, Ill., spoke at a news conference held in Atlantic City in connection with the opening of the 83rd annual convention of the American association of School Administrators.

Declaring that "parts of our great nation are plagued by conflict and disunity over the eissue of racial segregation," Misner said that "it is an issue we cannot ignore, simply because there is no easy or immediate solution."

On federal aid for needed school construction now being considered by Congress, the educator said "men of good will in the Congress and in the Eisenhower administration must make strenuous efforts to work out effective compromises."

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Integration: The Wall Is Crumbling

By BEM PRICE

(Editor's Note: For some months now it has been apparent that changes are taking place in the South's attitude on the school segregation issue and other fields of race relations. The Associated Press sent a Southern-born and reared staff writer through the region to assess the changes. Here is his report.)

NASHVILLE, Tenn., (AP)—Slowly the hard core of Southern states which take an uncompromising stand against integration is shrinking.

With the opening of another school term this fall, the battle line of diehard prosegregationists is drawn back upon only seven states — Alabama, Georgia, South Carolina, Louisiana, Mississippi, Virginia and Florida.

Thirty-nine months ago they counted 17 states as more or less firmly in their own camp even though the prolonged adherence of some—border states like Maryland, Missouri, Oklahoma, Tennessee and West Virginia—appeared problematical.

Virginia and Florida are under heavy pressure to begin desegregation as the result of federal court actions and could be the next block of the prosegregationists to crack.

South Is Split.

The South is now split on the public school segregation-integration issue on an axis stretching from Fort Smith and Little Rock, Ark., through Nashville and on through Charlotte, Greensboro and Winston-Salem, N. C. In all these cities steps toward integration have been taken.

Change seems to be brewing, especially in the Midsouth.

Immediately after the May 17, 1954 decision of the U. S. Supreme Court holding racial segregation in the public schools unconstitutional, there was a sort of stunned silence throughout the region.

Gradually there developed a widely vocal opposition which expressed outrage and defiance in no uncertain terms from Virginia to Texas.

That is no longer true. On the matter of ultimate compliance with the Supreme Court's decision, the South appears to be breaking up into communities.

It may well be that even in the communities there is developing a split along economic class lines over the integration question.

Even in Deep South states some cracks are beginning to appear in the otherwise monolithic white opposition to any form of integration.

A Negro Mayor?

In Atlanta, for example, a Negro minister, the Rev. William Holmes Borders, said that if the Negro vote continues to increase he might run for mayor. One Negro already has been elected to the city school board.

In Atlanta's last city election Negroes cast some 19,000 votes for Mayor. In all, the winner, William B. Hartsfield, received 37,612.

Even in South Carolina some ministers have been circulating a statewide petition for a more moderate approach to the school integration question.

In another Deep South state, Alabama, the Negroes are developing a formidable leadership.

It may be that the decisions to make a start on integration in the six cities are manifestations of whatever it is that is fermenting beneath the surface.

In Charlotte, Little Rock, and here, for example, the people who make up what the sociologists describe as the power structure are moving openly for the first time to the side of compliance.

Nashville and Little Rock were under federal court order to begin integration, but in all probability, both cities could have obtained further delays by insisting on tests of recently enacted states laws.

On the advice of their attorneys the school boards in these two cities went ahead with integration plans, holding that further litigation would be costly and useless.

North Carolina.

The three North Carolina cities of Charlotte, Greensboro and Winston-Salem were under no court compulsion whatsoever. Their action in simultaneously announcing plans to begin desegregation on a token basis (only 11 Negroes will be admitted to white schools in all three cities) was done with two purposes in mind.

They wanted to prove that a law under which school boards may assign students to schools as they see fit really works and, further, by announcing desegregation plans in all three cities at once, they made it hard for the opposition to concentrate on any one point.

In Little Rock, which is about 27 per cent Negro, school Supt. Virgil T. Blossom pointed out that five days after the 1954 Supreme Court decision, the school board issued a statement saying it intended to comply.

Blossom conceded in an interview that perhaps 90 per cent of the white people in Little Rock were opposed, but that the leading citizens had called to applaud the board's stand and to pledge support to law and order.

Charlotte Reaction.

In Charlotte, J. P. Hobson, vice chairman of the school board, said that after the desegregation announcement there were telephone calls and letters protesting, but that generally the community had accepted the decision calmly. After the protests came the letters and calls from the people of influence supporting the action.

Little Rock is desegregating in the high schools, Nashville in the first grade and Charlotte in both elementary and high schools.

In Little Rock some 20 or fewer Negroes will be involved, in Nashville 126 first-graders, in Charlotte two elementary and two high school students.

Both Nashville and Little Rock have pupil transfer programs whereby parents who object to children attending racially mixed schools may apply for transfers, subject to approval by the boards of education.

In Charlotte pupils are assigned to the schools by the boards under a pupil placement law.

Nashville elected the first-grade approach because as School Supt. M. A. Bass put it:

"It was our thought that we should take students in beginning desegregation who themselves would not be trouble makers. . . ."

Why so few to begin with? "We don't want more than we can supervise at first. We want to learn by doing."

Hobson in Charlotte conceded that the admission of the four Negroes was designed to prove to the federal court that the pupil placement plan was working.

In Charlotte about 150 Negroes applied for admission to white schools. "Ninety-nine per cent," said Hobson, "were turned down on the basis of geography and we turned down just as many white as Negro."

Kelly Alexander, local head of the National Assn. for the Advancement of Colored people and a funeral director, is not happy with the Charlotte plan. "This was not intended," he said, "as a move to desegregate. The proof is the assignments."

Even though the extent of compliance may not always be great, and the editors, bankers, merchants, churchmen and industrialists who are behind the movement counsel a go-slow attitude, some bitterness still has resulted.

Throughout the South the White Citizens Councils and their local equivalents have consistently advocated nonviolence and "all legal means of preventing integration."

In the 18 months to two years after the court decision much was heard about the councils and very little about the Klan.

Now the reverse is true. Whenever the laws supported by the councils have been tested in federal court, they have been tossed aside. The legal maneuvers have bought time only.

The Klan, which believes in direct intimidation of Negroes, is night riding the comeback trail in Alabama, South Carolina, Georgia and parts of Florida.

Despite this the Negroes in Alabama — certainly in the urban areas—show few signs of being intimidated. In some places they have effectively turned the tactics of economic boycott against the White Citizens Councils, which originally advanced them.

Summing up, it appears that the barriers to some form of token integration are cracking much more rapidly in the South than extreme prosegregationists will acknowledge. But there probably will also be some type of last-ditch resort to violence by the Ku Klux Klan [illegible] to stave off [illegible].

Segregation Is Dissolving Slowly In Spotty Pattern Toward Deep South Heart

Change Mostly Peaceful But Some Violence Occurs; Progress May Be Slower In Future Than During Past Three Years

By JIM THOMASSON
Associated Press Staff Writer

ATLANTA, Sept. 11.—Public school segregation in the three years since it was held invalid by the United States Supreme Court has been dissolving slowly in a spotty pattern toward the heart states of the Deep South.

There is some indication the action, mostly peaceful but marked by occasional violence, may go even more slowly, the deeper South it penetrates.

But of the 17 states which maintained separate schools for white children and Negroes prior to May 17, 1954, only in the seven citadels of traditional racial separation — Alabama, Florida, Georgia, Louisiana, South Carolina, Mississippi and Virginia—are all public classroom color barriers still intact today.

And in several of them, the practice is under strong legal attack.

Following a trend established when school doors first opened after the Supreme Court decision, integration has proceeded inward from the border states.

In Third Year

When schools opened last week for the third time since the high court's ruling, white and Negro pupils sat in the same classrooms in at least some schools in Arkansas, Delaware, Kentucky, Maryland, North Carolina, Tennessee, Oklahoma, Texas, Missouri, West Virginia and the District of Columbia.

But the Southern School News reports in its latest edition that while 738 school districts have begun or accomplished desegregation since 1954, there remain 2,300 "bi-racial districts still tightly segregated." Southern School News is the publication of the Southern Education Reporting Service, a fact finding agency created to compile information on developments arising from the Supreme Court decree.

Most of those 2,300 districts are, of course, in the Deep South states, but segregation areas also remain in virtually all of the border states, contributing to the spottiness of the overall picture.

Each of the three new school terms since the Supreme Court said that separation of children in public schools on the basis of race alone is unconstitutional, has brought a flareup of disturbances.

State by state, the public school integration picture this fall is:

ALABAMA—No school integration at any level. No attempts by Negroes to enter white schools are pending except in Birmingham where several Negro families petitioned for enrollment of their children in white schools near their homes. The first major challenge of Alabama public school segregation in two years, the petitions may be aimed at a court test of the 1955 School Placement Law.

ARKANSAS — While the eyes of the nation were focused on the National Guard troops surround-

ing Little Rock Central High School and violence flared across the river in North Little Rock, integration proceeded without fanfare in schools at Fort Smith, Van Buren and Ozark.

The three cities are in the southern section of northwest Arkansas, Gov. Orval Faubus' home territory, where the ratio of Negro population to white is smaller than in other areas of the state. Van Buren integrated by court order, the other two voluntarily. Economics appeared to be a factor, particularly in Ozark, a small town lying near the Arkansas coal fields, where three Negroes were assigned to the 475-student white high school. Eighteen will continue to attend a Negro elementary school.

Fayetteville, home of Senator J. William Fulbright (D., Ark.) and site of the University of Arkansas, was the first Arkansas city to integrate a school. Soon after the Supreme Court decision, several Negroes who had been transported 75 miles to Fort Smith, were enrolled in the Fayetteville High School.

On the other side of the state, where Negro population is larger, the only integration is at Hoxie, where segregation was ended by Federal court order after some disturbances. While located hard by the lush east Arkansas Delta area, Hoxie has a relatively low Negro population ratio.

DELAWARE — There was no change in the Delaware school segregation pattern this year. All schools in northern Delaware, including Wilmington, are now integrated. But in southern Delaware, only one school in Dover is partially integrated.

FLORIDA — There are no integrated schools in Florida and no new pressure for a change. Lawsuits, however, are pending in Dade County and Palm Beach schools and the University of Florida.

GEORGIA—No Georgia public schools are integrated at any level.

KENTUCKY — Six more Kentucky school districts began integrating this year — four under court order — and integration was expanded in several other districts where desegregation already was under way.

Louisville schools were integrated peacefully last year, but trouble flared at Clay and Sturgis, where Negroes were ejected by legal action from white schools after National Guardsmen had quelled disturbances. This year, no Negroes tried to enroll at Clay, but at Sturgis, 18 Negroes are attending classes with white students for the first time.

Integration is proceeding quietly in other areas of the state.

LOUISIANA — All Louisiana public schools remain segregated in this lull year while the issue is ensnarled in litigation. An order for New Orleans schools to integrate is on appeal.

MARYLAND—Schools in Baltimore and 14 of Maryland's 23 counties, including St. Mary's in the state's southern section, opened last week on an integrated basis.

NORTH CAROLINA — Token integration was inaugurated last week in public schools in Charlotte, Winston-Salem and Greensboro. Elsewhere in the state, all public schools remained segregated. On July 23, school officials of the three cities announced that some Negroes would be enrolled in previously all-white schools under the state's new placement law.

Gov. Luther Hodges issued a stern warning that "the state and the people of North Carolina will not tolerate any lawlessness or violence in connection with the problem."

SOUTH CAROLINA—All South Carolina schools remain segregated.

MISSISSIPPI—All schools remain segregated and no lawsuits are pending. Gov. J. P. Coleman will call a special session of the Legislature Nov. 4 to rewrite the state's Constitution. He has indicated he will ask removal of the constitutional requirement for separate schools for the races as a weakness on which some Southern segregation laws have been struck down.

TENNESSEE — Clinton, where violence flared last year when National Guardsmen opened the door of Clinton High School to 12 Negroes, was quiet as eight Negroes enrolled this year. But violence broke out in Nashville where school officials under court order launched a gradual desegregation program.

Thirty-one Negroes, seeking admission to white schools at Maryville and Alcoa in East Tennessee were turned away last week, and 14 Negroes have filed a petition in Federal Court seeking entrance to Knoxville schools.

OKLAHOMA — Integration is moving forward without incident in Oklahoma as eight more districts began mixing races in schools this year. The state left the decision on integration to local boards but has withdrawn state aid to finance separate schools.

MISSOURI—Except in the cotton raising Bootheel section in the southeast bordering Arkansas and Tennessee, Missouri public schools are operating on an integrated basis. The Department of Education estimates 95 per cent of the Negro children now attend schools in integrated districts.

TEXAS—In Texas, where 125 of the 1,845 school districts have integrated, no new districts ended segregation this fall.

At Mansfield, where trouble broke out last year over the attempt of Negroes to attend a white high school, no Negroes applied for enrollment this year.

VIRGINIA — The state's pupil placement law, designed to preserve segregation, is under court attack and has been held invalid by one Federal judge. In Arlington, Negroes are seeking admission to white schools by court order. Courts have ordered desegregation in Newport News, Norfolk and Charlottesville but the rulings are under appeal.

WEST VIRGINIA—Since some disturbances flared in 1954, integration has proceeded more or less smoothly in West Virginia. Of the state's 55 counties, 24 are completely integrated and 19 are partially integrated. Twelve counties have no school-age Negroes.

DISTRICT OF COLUMBIA—In the nation's capitol, scene of some school disorders two years ago and a controversial congressional probe of school integration, 110,000 students returned to integrated classes without incident last week. About 70 per cent of them are Negroes.

Enrollment Up 20 Pct. at Riverside

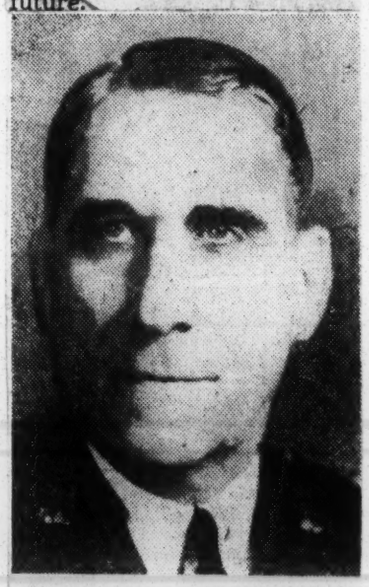
Integration-Shy Pupils Flood Private School

By STAN MENDENHALL
Herald Staff Writer

HOLLYWOOD — Integration in southern public schools has caused a 20 per cent increase in enrollment this fall at Riverside Military Academy, its president, Gen. Sandy Beaver, said Wednesday.

Gen. Beaver flew down from Gainesville, Ga., Tuesday to confer with city officials about a proposed $190,000 expansion program to accommodate the increased number of cadets. He plans to spend $150,000 for new dormitores and barracks and $40,000 for a swimming pool.

Gen. Beaver did not discuss the integration situation. He briefly told city commissioners the problem was responsible for the heavily increased enrollment and added that he expects additional increases in his private school in the future.



Gen. Sandy Beaver
. . . plans expansion

Many officials in Southern states, particularly Georgia, Alabama and Mississippi, have said that enforced integration in public schools will destroy the system in some areas Gen. Beaver's statement on the enrollment in his military academy is one of the first specific instances revealing a trend away from public schools.

Riverside operates in Hollywood from Christmas to Easter, with fall and spring terms in Gainesville. Complete housing and instructional facilities are maintained in each city.

The Hollywood commission was asked by Gen. Beaver to vacate an alley near the present school buildings on West Hollywood Boulevard so additional facilities can be constructed. Tentative approval was given, pending filing of detailed plans.

Completion of the additions for use after the Christmas holidays is sought, Gen. Beaver said.

Dallas, Texas Public Schools To Integrate

Daily World Atlanta, Ga. Thurs. 8-29-57 p. 1

BY INTERNATIONAL NEWS SERVICE

DALLAS, Texas — Public schools were ordered to integrate Negro and white students as white residents of Charlotte and Greensboro, N. C., moved into a final court-effort to maintain racial segregation.

In Nashville, Tenn., meanwhile, enrollment of 13 first grades in previous all - white schools brought a barrage of threatening telephone calls.

The Raleigh, N. C., school board Monday denied for the second time the request of a Negro parent that his boy be admitted to an all-white high school.

After the denial, Attorney Samuel Mitchell announced the board's action would be appealed to the Federal District Court on the grounds that the 14-year-old boy —Joseph Holt, Jr. — has had his civil rights violated under the 14th Amendment of the Constitution.

Mitchell said he expects to ask the court today to issue a permanent injunction restraining the board from operating public schools on a segregated basis.

NO SUCCESS

No Federal Court desegregation order has yet been made applicable in North Carolina since the 1954 U. S. Supreme Court Ruling that racial segregation is unconstitutional.

In New Orleans, the U. S. Fifth Circuit Court of Appeals turned down a request for a rehearing on an action in which the school system was ordered to end racial segregation with all deliberate speed.

Token integration ordered voluntarily by school boards in Charlotte and Greensboro comes under attack in separate state court hearings today. Parents of white students seek to have the school boards restrained from admitting five Negro students in Greensboro and four in Charlotte to all-white schools. Negroes were assigned to schools for school terms beginning this week under North Carolina's pupil assignment law. It was under this same law that the school board rejected integration applications from more than 100 other Negro students.

POLICE PROTECTION

School officials in Nashville Wednesday promised police protection to the parents of 13 first grade students registered at previously all-white schools. Parents of six of the Negro children involved in Nashville's "gradual" desegregation plan reported recieving threats, and warnings not to send their children to classes.

Classes Mixed Smoothly In Some Southern Areas

Evening Star Tues. 9-3-57 Washington, D.C. P. 0-A

By the Associated Press

Although integration plans were called off today in Arkansas after Gov. Orval Faubus ordered troops to maintain order at a Little Rock school, other areas of the South moved smoothly—though spottily—toward integration in the lower classrooms.

In North Carolina Negro and white children for the first time were ready to study side by side. Greensboro planned to begin its mixed classes today, Charlotte tomorrow, and Winston-Salem on Thursday. Six Negro pupils are enrolled for mixed classes at Greensboro and four at Charlotte. At Winston-Salem only one Negro child has been assigned to a previously all-white school.

In Mecklenburg County near Charlotte, however, 16 Negro children denied admission to white schools voiced the possibility of a court test. In turning down the Negroes' applications for assignment to white schools, the county school board said it was aware of the United States Supreme Court ruling which outlawed school segregation, but added that it also was aware of the crowded condition of the schools under its jurisdiction.

Calmness at Clinton

For the second year at Clinton, Tenn., Negro pupils expected to take their places among white children. Last year there was violence. This year none is expected when the eight Negroes enrolled at Clinton High School report together with the 750 white pupils.

National Guardsmen were sent to Clinton last year when a dozen Negroes and about 800 white children faced integrated classes for the first time. The disorders that followed led to the widely publicized conspiracy trials at nearby Knoxville.

Clinton High School was the first State-supported secondary school in Tennessee to mix the races. The mixing was done by Fereral Court order. The races had been mixed previously at Oak Ridge, a Federal project.

Next week—and also under court order—Nashville, Tenn., begins integrated classes. Thirteen Negro first-graders have been registered in schools that have been all-white. The 13 Negroes will be among 272 white first-graders in five schools. The city's total first grade enrollment is expected to reach about 2,000.

Seven Avoid Integration

Seven of the 17 Southern States so far have avoided integration in their public schools — Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Virginia. In Virginia is one of the five school districts against which the original integration ruling was directed.

Federal courts have ordered five of Virginia's 128 school districts to integrate, and a break in that State's racial barriers may come during the year. In Prince Edward county, one of the districts involved in the original desegregation ruling, a Federal judge has allowed school officials an indefinite period to comply with the United States Supreme Court's decree.

The wide stretches of Texas offer a contrast. Eastward the big cities of Houston, Fort Worth and Dallas continue to maintain segregated schools; in the west and south schools are fully or partly integrated. In San Antonio integration began three years ago.

Elsewhere in the South and along the South's borders varying speeds mark the progress being made toward integration. Except in such border States as Kentucky, Missouri, Maryland, Oklahoma, West Virginia and the District of Columbia the total number of Negroes admitted to formerly all - white schools remains small.

In the case of North Carolina the National Association for the Advancement of Colored People contends that the admission of only a few Negroes to white schools is simply a ruse to sidestep the decrees of the Supreme Court while seeming to abide by them.

TODAY IN NATIONAL AFFAIRS

Voluntary Integration Plan

News P. 4 Sat. 9-7-57 Birmingham, Ala.

Suggestion Is Made For Three Kinds Of Schools—All-White, All-Negro, Mixed

BY DAVID LAWRENCE

WASHINGTON

IS THERE a way out of the "integration-segregation" controversy that would be acceptable to both sides?

This writer has been canvassing various persons familiar with the legal and educational aspects of the dispute about mixed schools and has solicited comments on the following plan:

1. Each community would have the right to offer to the citizens the opportunity to choose whichever schools they wished their children to attend.

2. The school board in each instance would provide a choice between three kinds of schools to be established in the community. One would be of the mixed category, another would be all-white, and a third would be all-Negro.

3. Wherever school facilities were inadequate for the plan, the same buildings but different sections or floors or different classrooms would be used temporarily. This type of separate facilities was used in New Jersey until recent years to meet the needs of an expanding population.

Under the foregoing plan, it would be necessary for each school board to wipe out residential requirements within a given city and to designate the schools to be attended on the basis of the applications to the three categories. Where certain students would find themselves attending schools many city blocks away from a given residence, the city could assist by furnishing free bus transportation.

Court Merely Forbade Compulsory Segregation

THE PLAN IS essentially one of voluntary integration rather than forced integration. It gives the parents freedom of choice.

The question naturally arises whether any such plan is in accord with the decision of the Supreme Court of the United States rendered in 1954. This decision, however, did not require any integration. It merely forbade states to pass any laws that made segregation compulsory. It offered no objection to voluntary segregation or voluntary integration.

The point will be raised that a Negro pupil might wish to attend an all-white school or that a white pupil might wish to attend an all-Negro school. Would the local school board be acting lawfully in denying such applications? The answer that would be made on the legal side is that the state has a right to permit school boards to allocate pupils to any schools within their jurisdiction on the basis of the applications of their parents. But there would be no requirement that all applications must be granted, irrespective of facilities available or of the desires of parents that admission must be given to particular schools.

To put it another way, if a parent wants his child to go to a mixed or integrated school, this can be arranged, but a Negro parent who wishes to have his child in an all-Negro school will have the same rights as a white parent who wants to send his child to an all-white school. This is freedom of choice for the parents and does not make the school authorities a party to any discrimination in the legal sense.

Plan Is Similar To That In Effect In Louisville

ACTUALLY THIS plan is to a large extent in effect today in Louisville, Ky., where the applications of parents that their children be sent to all-white or all-Negro or mixed schools are granted or denied as a matter of convenience and not as a right.

In Louisville, the school authorities feel that, if facilities are not available

and a parent's wish cannot be fulfilled, the student must go to the school assigned irrespective of whether it is mixed. They have not been confronted in Louisville as yet with any demand that Negro students be admitted to schools in areas that normally have an all-white attendance. The question of residence assists the local authorities in maintaining the existing composition of the schools, but the school board in Louisville recognizes it has not been given any legal power to remove residential requirements and assign pupils at will. Whatever it does at present in pupil assignment is merely an accommodation so far as it is practicable.

It would take very little change in existing state laws to adopt a modification of the Louisville plan so that parents of those who want mixed schools will be satisfied and those who want separate schools will also be satisfied. It seems like a way out for everybody on a voluntary and not on a forced basis.

Handful Of Negro Pupils Involved

Defender Chicago, Ill.
Sat 9-7-57

By ROBERT H. DENLEY

ATLANTA, Ga. — (INS) — Racial integration of the public schools is penetrating a troubled Southland this year on the broadest front since the U. S. Supreme Court banned school segregation more than three years ago.

The "Fourth R" — racial adjustment — awaited school-bound kids in some of the biggest cities in the upper tier of Dixie states, stretching from Arkansas through Tennessee to North Carolina.

Threats of violence were reported at Nashville, Tenn., where pro-segregationists, such as John Kasper, fanned emotional fires after 13 Negro children registered for the first grade at previously all-white schools this week.

The Nashville school district is one of nine districts of about 700 in the "real South" attempting partial de-segregation for the first time.

Gradualism was the watchword in these areas with only a handful of Negroes actually involved. But although the steps toward integration might seem relatively tiny, in these particular, tradition-steeped sections, they also could be called bold.

Five of the new districts are in Arkansas — at Little Rock, North Little Rock, Fort Smith, Van Buren and Ozark. They join five other districts in the state which previously integrated.

Nashville is the third Tennessee district to integerate, joining federally-controlled Oak Ridge and once-strifetorn Clinton.

Those in North Carolina are Winston-Salem, Charlotte and Greensboro, that state's largest cities.

The decision to admit 11 Negroes to white schools in the three Carolina cities was considered highly significant.

This first lowering of the color bar in a southeastern state came voluntarily, rather than through court order. Segregationists, conversely, went to the courts in an effort to block the integration move.

Significant, too, in the over-all look at school integration was the slowdown in Texas. For the first September in three years, there will be no additional districts integrated in the Lone Star state. Galveston and Port Arthur cancelled such plans for September because of a new state law.

Total segregation below the college level remains in Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina and Virginia.

Some additional moves toward integration were scheduled in the so-called border states which were part of the group of 17 that required separate schools for the races until the Supreme Court ruling of May, 1954.

West Virginia, which has come closest of all those 18 to total integration, still will have two counties with schools operating on a segregated basis when the fall term opens.

In Delaware, the situation is the same as last year, with eight southern counties segregated pending appeal of the first federal judge's integration order issued anywhere on a "statewide" basis.

In Oklahoma, about 200 school districts will be in an integrated status, while about 53, mostly in the southeastern portion remain segregated.

Six more Missouri districts are to integrate, leaving 30 counties with at least one segregated district each.

Outside the city of Baltimore, about half of Maryland's schools will be on an integrated basis.

In Kentucky, where Louisville made a highly-publicized switch to integration last year, the situation will be little changed, but Sturgis and Clay, two trouble-spots in last year's integration activities, will be watched closely.

ADVANCE NOTED IN INTEGRATION

James Pierpoint

Changes in South Meet Bitter Resistance

By THE ASSOCIATED PRESS

The start this week and next of the fourth school year since racial segregation was outlawed by the U.S. Supreme Court finds some notable progress toward integration in the South.

Much of the change is gradual and, more often than not, bitterly resisted. The emphasis is on the "deliberate" in the "deliberate speed" with which the court on May 17, 1954, and May 31, 1955, ordered public school segregation ended.

Seven of 17 Southern and border states have succeeded so far in completely maintaining their traditional pattern of segregation. Among them is Virginia containing one of the five school districts against which the original integration ruling was directed.

The others are Alabama, Florida, Georgia, Louisiana, Mississippi and South Carolina.

Varying Speeds

The remaining states are moving along at varying speeds. The total number of Negroes admitted to hitherto all-white schools, however, still is very small, except in such border states as Kentucky, Missouri, Maryland, Oklahoma and West Virginia along with the District of Columbia.

Focal points of more recent moves to integrate are Charlotte, Winston-Salem and Greensboro in North Carolina; Nashville, Tenn.; and Little Rock, Fort Smith and North Little Rock, Arkansas.

What may be a signal for renewed integration pressure elsewhere came during a court hearing on an unsuccessful injunction proceeding aimed at stopping integration in Little Rock. It was a statement of Gov. Orval Faubus regarding a segregation speech Georgia Gov. Marvin Griffin had made in Little Rock.

Little Rock Issue

"Gov. Griffin," related Faubus, "said Georgia had no integration. People began to wonder if Georgia can get by without it. Why can't Arkansas."

But the injunction action, after brief victory in state court, was nullified Friday in federal court. Mrs. Clyde Thomason, who brought the petition, said she is not a lawbreaker and has no further legal plans.

Plans proceeded for the enrollment of about 15 Negroes today in Little Rock's Central High School of some 2,000 pupils. Ministers pleaded for calmness while the governor watched for "anything that might occur."

Limited integration likewise is scheduled in high school at North Little Rock and in the first grades at Fort Smith.

NAACP Asails

Court actions attended the integration steps in Charlotte and Greensboro. They were dismissed and six Negro pupils were scheduled for enrollment in white schools today at Greensboro, four at Charlotte and one at Winston-Salem.

The admission of such small numbers was assailed by the National Assn. for the Advancement of Colored People as a ruse to circumvent the Supreme Court decrees while appearing to go along with them.

All remained quiet at Nashville, the first large city south of Louisville, Ky., and the third in Tennessee to integrate. Some 13 Negro youngsters are registered along with 272 white pupils there for first-grade classes beginning next week in five schools.

Clinton Classes

The second year of integrated classes is expected to get under way Tuesday without incident at Clinton, Tenn. — scene of some of last year's sharpest integration conflict.

Eight Negroes are to be seated among 750 whites. Two of the Negroes are freshmen; three of the original 12 which registered last year pregistered in the spring and three more are to enroll Tuesday.

Clinton High was the first state-supported secondary school in Tennessee to mix the races.

Picture in Texas

In Texas, the enrollment picture is varied. In the eastern section, Houston. Dallas and Fort Worth remain segregated. Schools in the west and south are fully or partly integrated including San Antonio where the move began three years ago. Port Arthur and Galveston were scheduled to begin gradual integration this fall but were halted by a new state law requiring a local option referendum.

Five of Virginia's 128 school districts are under federal court orders to integrate and a break may come during the year in the Old Dominion's racial barriers. Four have appeals pending and in the fifth, Prince Edward County, a federal judge has allowed officials an indefinite period to comply with the Supreme Court decrees.

Prince Edward was one of the five districts involved in the original desegregation ruling.

South Held More Flexible Than Supposed

Herald Tribune Thurs. 5-16-57

Psychiatric Report Is Issued On Desegregation of Schools

New York P. 2

By Earl Ubell

CHICAGO, May 15.—A psychiatric report on racial desegregation of schools—the first of its kind—called today for large-scale, systematic psychological and social research on the issue.

The analysis of the problem also pointed out that there are probably more people with psychological flexibility in Southern communities than one would be led to believe from statements of leaders in those communities. It asked that these people be given accurate descriptions of what is going on elsewhere, to help them desegregate their schools.

Denies Health Peril

Issued by the Group for the Advancement of Psychiatry, the investigation made few if any recommendations because, in the words of the group's president, Dana L. Farnsworth, the organization is not one of action.

The group was founded eleven years ago outside of the American Psychiatric Association, which is meeting here this week, to investigate and take up issues in psychiatry and society that the larger professional associations would find difficult to handle.

The desegregation analysis, characterized by the group as "scientific," is a mixture of psychological and social statistical studies and the psychiatric clinical observations of the participating psychiatrists on patients and others in desegregated communities, North and South.

After considering all the problems the report concluded that long-term research, as well as using the 'natural laboratory' of educational desegregation, holds promise of advancing the basic knowledge of behavior.

Call Bias Harmful

Specifically, the group made the following points among many:

1. They affirmed a previous contention that segregation is harmful, not only to Negro school children, but to the white as well, to the community as a whole and to the nation.

For the individual white person, segregation and its psychological consequences "impedes more direct and mature facing and dealing with actual anxiety arousing conflicts," fosters "distortion of reality," as well as unadaptive self-appraisal.

For the community, segregation leads to community-wide increase of disease and to production of a socia lclimate conducive to violent outbreaks of racial tension.

2. Not all those who believe in segregation are maladjusted, nor is a belief in this a measure of mental illness. There may be rational reasons—cynical as well as sincere—for believing in segregation, the group said. However, many communities contain maladjusted, insecure and anxiety-ridden people who seize on prejudice in defense of their own psychological shortcomings. It is from these that the violent expressions against desegregation originate.

Schools in Eight States Still Fully Segregated

Herald Tribune P. 38

Sun. 5-19-57

New York

Three years after the 1954 decision of the United States Supreme Court outlawing public school segregation, the nearly 6,000,000 white and Negro children in eight Deep South states still are attending racially separated schools.

There has been no break in the traditional pattern of segregation on the secondary public school level in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia.

Three other Southern States, Arkansas, Tennessee and Texas, have taken some steps toward integration, but it has affected fewer than 5,000 Negroes, nearly 3,500 of them in Texas.

Border States Act Faster

With the official state attitude favoring it, desegregation has been more rapid in the border states of Delaware, Kentucky, Maryland, Missouri, Oklahoma, West Virginia and the District of Columbia. However, some segregated schools remain in those areas.

"The Southern School News," of Nashville, Tenn., reports that in areas where public school segregation was practiced three years ago, desegregation has begun or been completed in 676 districts having enrollments of 1,847,000 white and 325,274 Negro children.

Its records show there still are 3,000 racially segregated school districts having 7,270,000 white and 2,474,000 Negro pupils.

Most of those districts are in the eleven states where public school segregation is intact or predominant.

A large number of petitions or lawsuits seeking to force integration are pending in all of the segregated areas.

Deterrents Enacted

But each of the eleven states has enacted various types of legislation designed to deter integration or circumvent the Supreme Court decree barring separation of whites and Negroes in public schools on the basis of race alone.

In addition, all of the states except Texas have passed resolutions of interposition, nullification or protest over the school segregation decision. Arkansas passed two.

Seeking to maintain segregated schools, several states have set up various forms of private school plans, under which public schools would be abolished if forced to integrate, and a system of private schools inaugurated.

Alabama, where violence flared over admission of a Negro to the University of Alabama and in the Montgomery bus segregation situation, has a "freedom of choice" act under which parents may elect whether to send their children to segregated or integrated schools.

"Massive Resistance" Plan

Georgia, North Carolina and Virginia have set up constitutional and statutory authority to close schools that are forced to integrate and to use public funds to pay educational grants for pupils to attend private segregated schools.

Virginia also has adopted a "massive resistance" program which includes pupil and teacher assignment laws and acts to discourage lawsuits on segregation.

Florida, where the State Supreme Court has rejected a United States Supreme Court order for immediate admission of a Negro to the state university, set up a public school pupil assignment law and increased the Governor's police powers.

Louisiana, by constitutional amendment, requires segregated schools under the state's police power, and authorizes the state board of education to withhold approval of any schools that do not comply.

Fund Ban Provided

Mississippi, which is trying to equalize white and Negro school facilities by constitutional amendment, has authorized the Legislature to abolish public schools. The state also has passed laws designed to maintain segregation and discourage litigation.

The constitutional requirement of free public schools was repealed by South Carolina two years before the Supreme Court decision, and since then the state has enacted a law denying state funds to any school forced to integrate.

Desegregation began in Arkansas soon after the Supreme Court decision and eight districts are at least partially integrated or have plans—some of them court-prompted—to do so. But last fall, the state by referendum adopted a pupil assignment law and resolutions of interposition and nullification.

Clinton, where disorders boiled up last fall, is the only integrated public school district in Tennessee. The Oak Ridge Federally operated system has been integrated since 1955. The 1957 legislature passed a segregation package, including an interposition resolution, a bill that in effect authorizes a district to operate white, Negro and integrated schools, and a pupil assignment law.

East Texas Lags

Desegregation in Texas has largely been in the west and south portions with little, if any, in the eastern section where the Negro population is larger and segregation traditions stronger. Of 841 districts having Negro schools, 104 have begun integration. Mob action halted admission of Negroes to Mansfield High School. The state has won a permanent injunction against the National Association for the Advancement of Colored People on grounds of illegally soliciting integration lawsuits and creating public unrest.

Dallas, Miami Set Back In Fight To Segregate

Constitution Thurs. 7-25-57

Atlanta, Ga. P. 1

By the Associated Press

Two of the South's largest public school systems—at Dallas, Tex., and Miami, Fla.—have received judiciary setbacks in their fight to maintain segregated schools

At New Orleans, the U.S. Fifth Circuit Court of Appeals has ordered Dallas to integrate its schools, but set no time limit.

The court in another case told a federal district judge he would have to consider the suit of a group of Negroes seeking to enter white schools in Miami.

In the Dallas case, the court reversed a decision by 87-year-old U.S. District Judge William H. Atwell, who had dismissed the Negroes' suit so that "the school board may have ample time, as it appears to be doing, to work out this problem."

Judge Richard T. Rives, who wrote the decision of the appeals court, said he had noted the good faith of the Dallas school board but that faith alone, without actual deeds, was not enought.

Attorneys for the Dallas Negroes had asked that the schools be desegregated with "all deliberate speed."

Said Rives: "At least to that much they are certainly entitled."

Supt. L. A. Roberts said the other school districts in Dallas County will resist integration as long as possible, that these districts "won't do anything without a court order."

Constitution

In Dallas itself, school officials said segregation would probably continue awaiting the outcome of a review. They said they would study the decision before deciding on their next move, which might include an appeal to the Supreme Court. P. 13

In the Miami case, also written by Rives, the appeals court said the federal district judge in Florida erred when he dismissed a complaint by the Negroes trying to enter white schools.

The Miami school board had contended that the complaint was not a justifiable controversy because the Negroes had not sought to enter any specific school.

Rives held that the Negroes did not have to "make application for admission to a particular school," and he cited a case involving the public schools at New Orleans.

The Miami school board also had contended that the Negroes did not enter all the registration procedures required by the Florida pupil assignment law.

"Neither that nor any other law," said Rives, "can justify a violation of racial segregation in the public schools. "So long as that requirement continues throughout the public school system of Dade County (Miami), it would be premature to consider the effect of the Florida laws as to the assignment of pupils to particular schools."

Florida state officials said their pupil assignment law had not

been tested.

Ralph Odom, assistant attorney general, said the appeals court "has simply reversed the federal district's court decision that the compalint failed to set forth a cause of action."

Gov. Leroy Collins, agreeing with Odom, repeated his belief that the Florida pupil assignment law would stand up against legal tests.

While Ike Wavers Nixon Is Firm

Post + Times Herald
Fri. 7-26-57
Washington D.C.

By Marquis Childs

WHILE President Eisenhower may not understand the political effect of his equivocal words on the school construction bill, there is one member of his Administration acutely aware of the consequences in the country of the President's uncertainty.

Childs

Vice President Nixon went all out for school construction, warning in unmistakable language that defeat of the bill providing $1.5 billion of Federal money for schools over the next five years would be put squarely on the Republican Party. This was at the conference of Republican legislative leaders at which the President had said earlier that while he was for the measure up for a vote in the House he had doubts about some of its features.

What gave even more concern to Republicans who feel their party must make good on this often promised measure was the fact that the President permitted House Minority Leader Joseph Martin (R.-Mass.) to express his doubts. Martin has long been known as indifferent if not actually opposed to the school construction bill.

THOSE PRESENT at the legislative conference were impressed by the zeal with which Nixon championed the school aid bill. He spoke, with some of the eloquence that has made him such an effective campaigner, both of the need for more classrooms in almost every section of the country and of the political reaction that is bound to follow if school construction is killed at this session of Congress.

As Nixon knows full well, the school issue is directly related to high prices and the Administration's "tight money" policy. With long-term bonds of the Federal Government offered at 4 per cent, school districts are finding it difficult or impossible to market their bonds—and, therefore, to build schools. Representative Wright Patman (D.-Tex.) has been loading the Congressional Record with reports of the failure of states and municipalities to float bond issues for badly needed improvements.

Angry opponents of "tight money," such as Patman and Senators Albert Gore (D.-Tenn.) and Robert S. Kerr (D.-Okla.), insist that a conspiracy of bankers underwritten by Secretary of the Treasury George M. Humphrey has forced up interest rates for the benefit of a few insiders. Linked with overcrowded classrooms and a declining standard of education, this becomes an explosive issue touching millions of voters.

Last year the fire escape for the Republicans was the amendment pressed by Representative Adam Clayton Powell, the Harlem Democrat who came out for Eisenhower's re-election. The Powell amendment provided that no Federal school aid could go to any school district that had not begun to comply with the Supreme Court order requiring public schools to integrate Negro and white pupils.

THIS YEAR the Democrats removed the fire escape. Representative James Roosevelt of California announced on the floor of the House that he would not permit the desegregation amendment to serve as an out for those desiring to kill the school aid bill. He was joined by other Northern Democrats including Representative Charles C. Diggs Jr., a Negro representing a Detroit district with a large number of Negro voters.

"Last year," Roosevelt told the House, "a majority of Democrats voted for the bill—119 to 105; a majority of Republicans against—75 to 119. In view of the views expressed by a Republican President and the Republican platform, certainly there can be no excuse for a repetition of such a performance if the issue is half clear."

President Eisenhower has in the past made strong affirmative statements for Federal school aid. But as on other issues, his doubts come to the surface when he is confronted in the showdown with the specific provisions of a measure that is sure to draw opposition from one quarter or another. His equivocal words on the Civil Rights issue depressed those in his own party who were convinced that they had both a moral and a political issue that put the GOP on unassailable ground.

The Eisenhower concept is of a President of all the people.

It is the concept of one who entered politics at the top with a readymade reputation. In contrast Nixon, who came up through his own formidable efforts, knows that when the chips are down you cannot take both sides of an issue.

25 more districts set desegregation

Bpo. Sun Baltimore, Md.
Sat. 8-17-57

NASHVILLE, Tenn. — Some 25 more school districts in southern and border states including three in North Carolina — have begun or announced desegregation, Southern School News reported.

The August report noted that Charlotte, Greensboro and Winston-Salem, N.C., have decided to assign 12 colored pupils to white schools, efftctive this September — the first break in the Deep South segregation barrier.

* * *

IT WAS also reported that Mississippi is having trouble floating school bonds as did the University of Georgia where the state auditor blamed the "segregation bugaboo."

Mississippi's duel system of education began to take its toll as the state's budget rose tremendously and high interest rates caused the state to withdraw a $10 million bond offering.

The $10 million offering was substituted with a smaller plan aimed at state investors.

* * *

IT WAS also reported that some faculty integration is expected in Oklahoma City schools due to the closing of two all-colored schools. Also the state school for deaf has been opened to colored pupils.

In addition to the three North Carolina districts, others include five in Arkansas, two in Oklahoma and 15 in Missouri—making a total of 694 desegregated, and 712 desegregated or planning to do so by September.

NO TIME LIMIT IS SET FOR ACTION BY BOARD

Commercial Appeal
Previous Ruling By District Judge Upset
Wed. 7-24-57
GOOD FAITH NOT ENOUGH
Memphis, Tenn.

By The Associated Press

NEW ORLEANS, July 23. — The United States Fifth Circuit Court of Appeals, reversing a decision by an 87-year-old Federal judge, Tuesday ordered Dallas to desegregate its schools.

But the court did not set a time limit. Attorneys representing 28 Negro children had asked that the schools be integrate "with all deliberate speed," and the court so ordered.

In a decision written by Judge Richard T. Rives, the Circuit Court said that "at least to that much they are certainly entitled."

Previously Dismissed

United States District Judge William H. Atwell of Dallas had dismissed the Negroes' suit "in order that the school board may have ample time, as it appears to be doing, to work out this problem."

But Judge Rives, noting the good faith of the board, said:

"Faith by itself, however, without works, is not enough."

The Dallas School Board, while admitting integration must come to Dallas, said it needed more time to work out its plan. The Negroes, however, said the plea for time was a delay rather than a start.

In arguing the case before the Court of Appeals, an attorney for the board has said ". . . it is to be hoped that the aftermath which occurred in Mansfield will not be similar in Dallas." Judge Rives said his court noted that statement "with appreciation."

Mansfield Mobs

Mobs of white persons surrounded the school in Mansfield, Texas, last fall and prevented Negroes from attending.

District Judge Atwell, when he dismissed the Negroes' suit last December, took time out to say of the United States Supreme Court decision banning public school segregation:

"I believe it will be seen that the court based its decision on no law but rather on what the court regarded as more authoritative, modern psychological knowledge than existed at the time that the now discarded doctrine of equal facilities was initiated."

Dallas and Miami Lose School Rows

World-Telegram
+ Sun P. 4

By the Associated Press.

Two of the South's largest public school systems—at Dallas and Miami—have received judiciary setbacks in their fight to maintain segregated schools.

And in North Carolina, school board members became the first in the Southeast to make a voluntary assignment of Negro pupils to white schools.

In none of these areas, however, could a sweeping victory for desegregation be claimed.

The action of the school board members at Charlotte, Greensboro and Winston-Salem, N. C., came after "earnest and prayerful consideration." In all, 12 Negro children were assigned to seven white schools in the three cities for classes opening in September.

In the Dallas case, the court reversed a decision by U.S. District Judge William H. Atwell, 87, who had dismissed the Negroes' suit so that "the school board may have ample time, as it appears to be doing, to work out this problem."

In Miami, the Appeals Court said the federal district judge in Florida erred when he dismissed a complaint by the Negroes trying to enter white schools.

DAVID LAWRENCE

Evening Star Washington, D.C. Jan 6-57

Plan to Solve School Controversy

All-White, All-Negro and Mixed Schools Proposed, Ending Aspect of 'Force'

Is there a way out of the "integration - segregation" controversy that would be acceptable to both sides?

This writer has been canvassing various persons familiar with the legal and educational aspects of the dispute about mixed schools and has solicited comments on the following plan:

1. Each community would have the right to offer to the citizens the opportunity to choose whichever schools they wished their children to attend.

2. The school board in each instance would provide a choice between three kinds of schools to be established in the community. One would be of the mixed category, another would be all-white, and a third would be all-Negro.

3. Wherever school facilities were inadequate for the plan, the same buildings but different sections or floors or different classrooms would be used temporarily. This type of separate facilities was used in New Jersey until recent years to meet the needs of an expanding population.

Under the foregoing plan, it would be necessary for each school board to wipe out residential requirements within a given city and to designate the schools to be attended on the basis of the applications to the three categories. Where certain students would find themselves attending schools many city blocks away from a given residence, the city could assist by furnishing free bus transportation.

The plan is essentially one of voluntary integration rather than forced integration. It gives the parents freedom of choice.

The question naturally arises whether any such plan is in accord with the decision of the Supreme Court of the United States rendered in 1954. This decision, however, did not require any integration. It merely forbade States to pass any laws that made segregation compulsory. It offered no objection to voluntary segregation or voluntary integration.

The point will be raised that a Negro pupil might wish to attend an all-white school or that a white pupil might wish to attend an all-Negro school. Would the local school board be acting lawfully in denying such applications? The answer that would be made on the legal side is that the State has a right to permit school boards to allocate pupils to any schools within their jurisdiction on the basis of the applications of their parents. But there would be no requirement that all applications must be granted, irrespective of facilities available or of the desires of parents that admission must be given to particular schools.

To put it another way, if a parent wants his child to go to a mixed or integrated school, this can be arranged, but a Negro parent who wishes to have his child in an all-Negro school will have the same rights as a white parent who wants to send his child to an all-white school. This is freedom of choice for the parents and does not make the school authorities a party to any discrimination in the legal sense.

Actually, this plan is to a large extent in effect today in Louisville, Ky., where the applications of parents that their children be sent to all-white or all-Negro or mixed schools are granted or denied as a matter of convenience and not as a right.

In Louisville, the school authorities feel that, if facilities are not available and a parent's wish cannot be fulfilled, the student must go to the school assigned, irrespective of whether it is mixed. They have not been confronted in Louisville as yet with any demand that Negro students be admitted to schools in areas that normally have an all-white attendance. The question of residence assists the local authorities in maintaining the existing composition of the schools, but the school board in Louisville recognizes it has not been given any legal power to remove residential requirements and assign pupils at will. Whatever it does at present in pupil assignment is merely an accommodation so far as it is practicable.

Some States are experimenting with pupil assignment plans and, where there is an obvious attempt to maintain only all-white and all-Negro schools, such devices will run into legal obstacles. The real question is what will be ruled legal when a school board actually provides a mixed or integrated school, an all-white school and an all-Negro school, and gives to the parents a freedom of choice.

It would take very little change in existing State laws to adopt a modification of the Louisville plan so that parents of those who want mixed schools will be satisfied and those who want separate schools will also be satisfied. It seems like a way out for everybody on a voluntary and not on a forced basis.

THOMAS L. STOKES

Evening Star Washington, D.C. Jan 9-6-57

Trouble for the Democrats

School Integration Disputes in South Each September Held Bad for Party

It's getting so the Democratic Party hates to see September come around. It's a bugaboo month.

September means the opening of school, once a happy event for parents, which most Democrats are. But now the opening of school means such episodes as Clinton, Tenn., and Sturgis, Ky., last year, and this year Little Rock. That means the eyes of the Nation are turned toward the South. The South is the part of the Nation identified more than any other with one political party.

That party is the Democratic Party.

If September goes on this way in the South for several years it could mean long trouble for the Democratic Party.

Next year, for example, November comes after September, as it always does; but November is the symbol next year of another national election, a congressional election, as well as State elections. November means a national election every two years, and if succeeding Septembers in the South match the last two, then September could react against the Democrats at ballot boxes in the North in November.

But November means more, now, than that. For what happened in Congress this year means that, in addition to school episodes in September, there very likely will be ballot box episodes around election time. What the Supreme Court did in its school integration decision that has made trouble in the South in education, Congress did in this past session in its bill to protect voting rights to make for trouble in politics and at the polling places in the South.

Double trouble, boil and bubble.

The Southern wing of the Democratic Party has not drawn so much attention to itself since the Civil War and Reconstruction. For one thing, the leadership of the Democratic Party in Congress is predominantly Southern, and since the Democratic Party now manages Congress, the Southern wing is constantly in the public eye. But, beyond that and more important, the Southern wing of the Democratic Party monopolized the spotlight here day after day, week after week, month after month, by its resistance to a civil rights bill. Its whittling down of that measure won the South added publicity in the voting precincts of the North, and hardly of the helpful kind.

Congress barely had got out of town and back home, with all this still echoing, than it broke out again, with only a change of locale.

This time it was at Little Rock, where a Southern Democratic Governor took over the stage. Play by play, the Nation followed the sorry spectacle.

A year ago, in Tennessee and Kentucky, the National Guard was called out to protect Negro school children from violence. This year, in Arkansas, Gov. Orval E. Faubus called out the National Guard to keep nine Negro children from entering a high school with 2,000 white students. He professed fear of violence, which the Mayor of Little Rock scouted in no uncertain terms.

We have followed, since, the unbelievable script. How he defied a district Federal judge's order that integration in the Little Rock High School go forward according to the ten-year plan approved previously by the Eighth Circuit Court of Appeals. How he then threw National Guard troops around the Governor's mansion, too, ostensibly to protect himself from being served with papers from the Federal Government. At the same time, he screamed in a telegram to President Eisenhower that somebody was plotting to arrest him which, once he had suggested it, looked like a good idea to at least one prominent citizen — Representative Keating, Republican of New York, who was one of the leaders in the fight for the administration's civil rights bill.

What the Governor was doing was defying the United States Government and its current head—President Eisenhower. While the President was having his troubles with the sand traps at Newport, where he is on vacation, his helpers here were trying to figure out what to do next.

Such a to-do—and all because a few Negro boys and girls were trying to do what the Supreme Court said three years ago they had a right to do. The photographs tell the story graphically—young men in soldier suits, ordered out by the Governor, standing guard with full equipment to protect Southern civilization from a few Negro children; and grown men and women yelling with angry voices and hideously contorted faces.

Trouble in September for the Democrats.

Integration story in a nutshell

NORTH CAROLINA — Judge J. Will Pless denied white parents' petition to halt integration in Charlotte. Judge L. Richardson Preyer threw out a similar bid in Greensboro.

TENNESSEE — In Nashville, registration on the first day went off smoothly—13 registered — while two freshmen registered at Clinton High School, 200 miles distant.

MARYLAND — Raymond O. McCullough, school superintendent, denied that colored persons were asked to enroll their children in formerly all white schools, a charge made by Bryant Bowles.

TEXAS — The U.S. Court of Appeals refused in New Orleans to review a previous ruling that Dallas schools must be desegregated "with deliverate speed."

Sat. 1-7-57

FLORIDA — The Inter Civic Council in Tallahassee sent its third resolution since April 29 to School Superintendent Amos Godby asking what plans have been made toward integration of schools.

ARKANSAS — In Little Rock, plans to integrate the schools next week were threatened by an injunction granted by a state judge against it. A Federal District judge, however, ordered the school board to go ahead with plans to integrate.

Wall Street Journal

ILLINOIS — At Colp, 40 miles from the Kentucky State

line, none of the 40 white pupils in the school district showed up for registration at the previously all colored grade school in a protest against initegration.

VIRGINIA — In Richmond, the outlawed state pupil placement board warned reluctant parents to reconsider their positions and sign placement forms "in fairness to your own children."

In Arlington, Mr. and Mrs. Bowles F. Phillips accepted the board's assignment of their three children to all colored Hoffman-Boston High School. They had sought assignment to the white high school.

Desegregation

COLUMBIA, S. C.—Five refugee students from Hungary are scheduled to register at Allen U. here this fall. State Atty. Gen. T. C. Callison said that Allen is a private school and "there is no law in South Carolina that can prevent the action, although it's against public policy."

VAN BUREN, Ark.—Twenty-three Negroes are attending the formerly all-white high school here without incident.

■

OZARK, Ark.—Three Negro students have enrolled in the previously all-white high school here and are attending classes without incident.

■

BIRMINGHAM, Ala.—Six crosses were burned throughout Jefferson County as the 1957-'58 school year began here on a segregated basis.

■

FORT SMITH, Ark.—A lone Negro pupil has been enrolled in the DuVal Elementary School's first grade here.

■

ALCOA, Tenn. — Clarence Byrd, principal of the Bassel Elementary School, has refused entry to 26 Negro pupils.

■

LITTLE ROCK, Ark.—As a high school student prepared to go through a cordon of National Guardsmen strung around the local high school on opening day his father asked: "Are you afraid to go to school?" The boy answered, "Yes." "What are you afraid of," asked the dad. "Latin," was the answer.

■

CHARLOTTE, N. C.—Four Negro pupils have entered white schools here for the first time and Police Chief Frank Littlejohn has pledged to preserve order "by all means."

■

GREENSBORO, N. C.—Five Negroes are attending classes here in formerly all-white schools. A sixth Negro student is slated to enter the senior high school.

■

DURHAM, N. C.—The local Board of Education has rejected the applications of nine Negro pupils to be reassigned to white schools.

■

STURGIS, Ky.—A total of 17 Negroes has been enrolled at the local white high school.

■

MANSFIELD, Tex.—Mansfield High School, where the U. S. flag was hauled down last year during disturbances over attempted integration, has begun operations under a segregated basis. Negro pupils are still being sent to Fort Worth by bus.

■

LAKE CHARLES, La.—Negro parents here have staged a five-day demonstration demanding that the board turn over the Melrose School to Negro pupils. Melrose School was originally built for Negroes but turned over to whites.

■

LITTLE ROCK, Ark.—Mayor Woodrow Wilson Mann has accused Governor Faubus of "wholly unwarranted interference with the internal affairs of this city."

■

CHARLESTON, W. Va.—West Virginia's public schools have reopened with integration an accepted fact. Twenty-four of the state's 55 counties are fully integrated, 18 are partially desegregated, one remains segregated, and 12 counties have no Negro pupils.

CLINTON, Tenn.—Racial integration here at Clinton High School has proceeded smoothly. Seven Negro students have been enrolled at the local high school.

■

EASTON, Md.—Two pickets were placed under arrest here as eight Negro pupils entered two schools for the first time.

■

ARLINGTON, Va. — Six Negroes have been turned away from all-white Arlington County schools here.

■

WINSTON-SALEM, N. C.—The local police chief has warned outsiders against interfering at Reynolds High School where a Negro girl is enrolled.

■

NASHVILLE, Tenn.—Fifty-two Negroes have been enrolled in Nashville schools on an integrated basis.

Little Rock's impact on U. S.—III

Public continues to back high court school ruling

PRINCETON, N. J., Oct. 5—The events in Little Rock have done little to change the attitude of the typical American toward the principal of school integration.

A special survey by the American Institute of Public Opinion — completed since President Eisenhower ordered 1000 troopers of the 101st Airborne Division into Little Rock—finds that 59 per cent of all adults across the country approve of the Supreme Court's historic decision on school segregation.

In an August survey, before Gov. Faubus stationed the Arkansas National Guard around Little Rock's Central High School at the opening of the school year, 58 per cent of those interviewed nationwide approved of the Supreme Court decision.

(Third in a series)

There is survey evidence that the approval vote in the South took a downward turn during the early days of the Little Rock dispute before the president dispatched troops to that city.

In a nationwide study completed just prior to Eisenhower's decision, 56 per cent of all adults across the country approved of the decision.

At that time, 16 per cent of those interviewed in the South approved of the decision—an all-time low in the Southern approval vote since the court's decision over three years ago.

TODAY, 23 PER CENT of those interviewed in the South say they approve of the Supreme Court ruling.

As part of its study on the impact of Little Rock, the institute assigned its field staff to ask a carefully drawn cross-section of American adults from all segments of the population and in all parts of the nation the same question they have asked at perodic intervals since May, 1954:

"The U. S. Supreme Court has ruled that racial segregation in the public schools is illegal. This means that all children, no matter what their race, must be allowed to go to the same schools. Do you approve or disapprove of this decision?"

Here is he vote nationwide at three different points in time —before the Arkansas crisis started, during the early days of the crisis before federal troops moved in, and as it stands today:

NATIONWIDE VOTE ON SUPREME COURT RULING

August, 1957	
Approve	58%
Disapprove	36
No opinion	6
Sept. 1957 (Before federal troops)	
Approve	56%
Disapprove	38
No opinion	6
Oct., 1957 (After federal troops)	
Approve	59%
Disapprove	35
No opinion	6

AS THE FOLLOWING trend of sentiment in the South shows, the number of Southerners who disapproved of the court's decision reached its high point during the days when the National Guard was guarding the Little Rock High School on Governor Faubus' orders.

VOTE IN SOUTH ON SUPREME COURT RULING

	Approve	Disapprove	No Opin.
July, '54	24	71	5
May, '55	20	73	7
Feb., '56	22	72	6
Jan., '57	27	67	6
Aug., '57	20	75	5
Sept. '57	16	78	6
Oct., '57	23	72	5

Although a majority of those in the North have consistently supported the principle of school integration, studies since the court's 1954 decision have found that those who approve of the principle adopt the attitude of "gradualism when it comes to putting integration into effect.

IN JANUARY, 1957, for example, an institute survey found that approximately seven out of 10 persons who approved of the Supreme Court ruling felt that it was better to make a gradual approach to ending segregation than it was to try and adopt it in the near future.

In its series on the impact of the Little Rock situation, the institute has found that a Southerner's disapproval of integration does not necessarily go hand-in-hand with a condemnation of Eisenhower's action in the Arkansas dispute or support of Faubus for his decision.

For example, although only 23 per cent in the South today approve of the Supreme Court ruling, 36 per cent think the President made the right move in sending troops to Little Rock.

Likewise, 34 per cent of Southerners believe Faubus caused more trouble than he blocked in placing guardsmen around the high school.—(c.)

Segregation 'Core' Is Showing Cracks

For some months now, it has been apparent that changes are taking place in the South's attitude on the school segregation issue and in other fields of race relations. The Associated Press sent a Southern-born and reared staff writer through the region to assess the changes. Here is his report.

By Benn Price

NASHVILLE, Tenn.—Slowly the hard core of Southern states which take an uncompromising stand against integration is shrinking.

With the opening of another school term this fall, the battle line of diehard pro-segregationists is drawn back upon only seven states—Alabama, Georgia, South Carolina, Louisiana, Mississippi, Virginia and Florida.

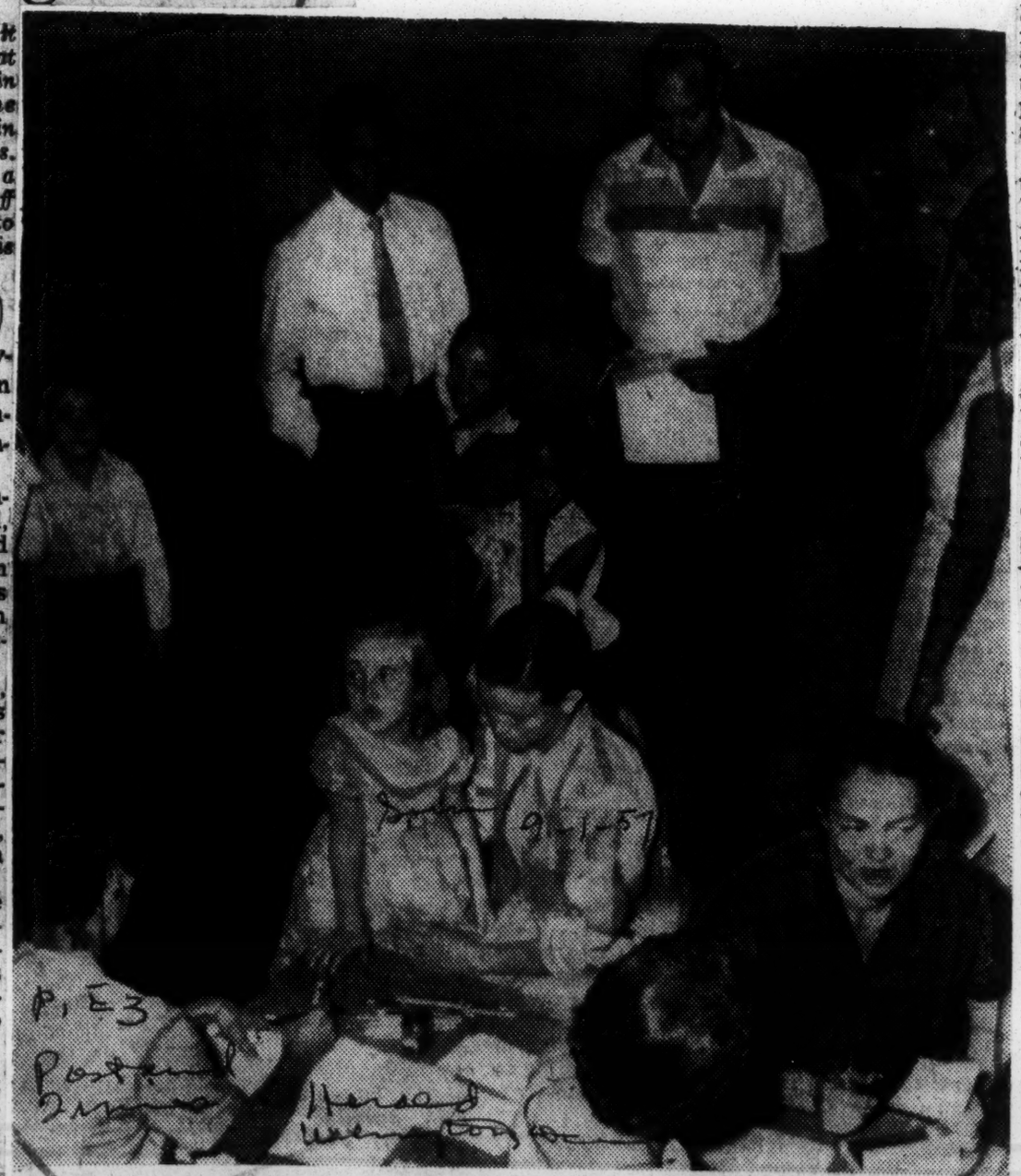
Thirty-nine months ago, they counted 17 states as more or less firmly in their camp, even though the prolonged adherence of some—border states such as Maryland, Missouri, Oklahoma, Tennessee and West Virginia—appeared problematical.

Virginia and Florida are under heavy pressure to begin desegregation as the result of Federal court actions and could be the next pro-segregationist bastions to crack.

THE SOUTH is now split on the public school integration issue on an axis stretching from Ft. Smith and Little Rock, Ark., through Nashville and on through Charlotte, Greensboro and Winston-Salem, N. C. In all these cities, steps toward integration have been taken.

Change seems to be brewing, especially in the mid-South.

Immediately after the May 17, 1954, Supreme Court decision holding racial segregation in the public schools unconstitutional, there was a conspiracy of silence throughout the region. Gradually, however, there has been a breaking of this silence.



Two Negro 6-year-olds await their turns to be registered while a white child is signed up at Nashville, where only the first grade is being integrated.

Leaders are coming out openly for moderation, and they are developing a formidable leadership.

IT MAY BE that the decisions to make a start on integration in the six cities cited are manifestations of whatever it is that is fermenting beneath the surface. In Charlotte, Little Rock, and here, for example, the people who make up what the sociologists describe as the power structure are moving openly for the first time to the side of compliance.

Nashvile and Little Rock were under Federal court order to begin integration, but in all probability both cities could have obtained further delays by insisting on tests of recently enacted state laws.

On the advice of their attorneys, the school boards in these two cities went ahead with integration plans, holding that further litigation would be costly and useless.

THE THREE North Carolina cities of Charlotte, Greensboro and Winston-Salem were under no court compulsion whatsoever. Their action in simultaneously announcing plans to begin desegregation on a token basis (only 11 Negroes will be admitted to white schools in all three cities) was done with two purposes in mind:

They wanted to prove that a law under which school boards may assign students to schools as they see fit really works; and, further, by announcing desegregation plans in all three cities at once, they made it hard for the opposition to concentrate on any one point.

For the last three years, the North Carolina school boards, each made up of leading citizens, have been meeting together secretly in hotels and restaurants to work out their plans for beginning desegration.

WHEN FOUR strongly pro-segregationist organizations turned up at a Nashville school board meeting to protest the admission of about 126 first grade Negro children to previously all-white schools, the board listened politely and impassively. Among those who appeared was the itinerant pro-segregationist, John Kasper, who has twice been convicted of contempt of court for interfering in school matters.

Spokesmen for the four organizations were answered by Maclin P. Davis Sr., an industrialist and son of Norman Davis, former Ambassador to Britain. Davis represented the Nashville Community Relations Conference, which is made up of 17 civic organizations.

Davis presented a statement that Nashville "will not allow the friendly relations which have prevailed among the groups in this community to be marred by disorders such as occurred at Clinton." There, riots broke out over admission of 12 Negroes to the local white high school last September and again in December. Kasper figured in both.

IN LITTLE ROCK, which is about 27 per cent Negro, School Supt. Virgil T. Blossom pointed out that five days after the 1954 Supreme Court decision, the school board issued a statement saying it intended to comply.

Blossom conceded in an interview that perhaps 90 per cent of the white people in Little Rock were opposed, but said that the leading citizens had called to applaud the board's stand and to pledge support to law and order.

In Charlotte, J. P. Hobson, vice chairman of the school board, said that after the desegregation announcement there were telephone calls and letters protesting but that generally the community had accepted the decision calmly. After the protests came the letters and calls from the people of influence supporting the action.

In each of these three cities—Little Rock, Nashville and Charlotte—the newspapers have played a leading role in conditioning community acceptance. In each they have counseled calmness, moderation and ultimate compliance. This has been true in every major city which has integrated without much bother.

Each of the three cities is approaching segregation from a different angle, but in each the objective is the same—minimum compliance for the time being. Little Rock is desegregating in the high schools, Nashville in the first grade and Charlotte in both elementary and high schools.

IN LITTLE ROCK, some 20 or fewer Negroes will be involved; in Nashville, 126 first graders; in Charlotte, two elementary and two high school students.

Both Nashville and Little Rock have pupil transfer programs whereby parents who object to children attending racially mixed schools may apply for transfers, subject to approval by the boards of education. In Charlotte, pupils are assigned to the schools by the boards under a pupil placement law.

Nashville elected the first grade approach because, as School Supt. M. A. Bass put it:

"It was our thought that we should take students in beginning desegregation who themselves would not be trouble makers . . ."

Why so few to begin with? We don't want more than we can supervise at first. We

want to learn by doing."

In Little Rock, Blossom explained the reasons for beginning in the high schools. "After research, we found we would have less integration in those grades, which was important to us in the transition period."

Hobson in Charlotte conceded that the admission of the four Negroes was designed to prove to the Federal court that the pupil placement plan was working.

EVEN THOUGH the extent of compliance may not always be great, and the editors, bankers, merchants, churchmen and industrialists who are behind the movement counsel a go-slow attitude, some bitterness still has resulted.

Amis Gutheridge of Little Rock, attorney and member of the Association of Citizens Councils of Arkansas, complained that the well-to-do were going to see to it that the "only race mixing that is going to be done is in the districts where the so-called red-necks live."

"Red-necks" is the Southerner's term for the lower-income white working man.

E. S. Dollar, a Nashville railway inspector who identifies himself as "president of the Knights of the Ku Klux Klan," said of the school board, "They don't live near any of the places where there are Negroes."

In most Southern cities, the well-to-do tend to occupy areas in which there are no or very few Negroes. Those with lower incomes live in areas which often are separated only by a street from the Negro districts.

BUT IN the years I have been surveying the South and its racial problem, these are the first times I can recall that Southerners have criticized other Southerners along such lines. And as more communities move toward compliance, this type of bitterness among Southerners may well increase.

By and large in the Deep South, the White Citizens Councils have drawn their leadership from the so-called best elements, who have believed that they could maintain segregation legally despite the court decision and without violence. They have expressed scorn for the Ku Klux Klan.

In the 18 months to two years after the court decision, much was heard about the Councils and very little about the Klan. Now the reverse is true.

THE KLAN, which believes in direct intimidation of Negroes, is nightriding the comeback trail in Alabama, South Carolina, Georgia and parts of Florida.

Despite this, the Negroes in Alabama—certainly in the urban areas — show few signs of being intimidated. In some places they have effectively turned the tactics of economic boycott against the White Citizens Councils, which originally advanced them.

Summing up, it appears that the barriers to some form of token integration are cracking much more rapidly in the South than extreme pro-segregationalists will acknowledge. But there probably will also be some type of last-ditch resort to violence by the Ku Klux Klan in efforts to stave off any integration.

ually there d veloped a high-ly vocal oppo ition which expressed outra e and defiance from Virginia to Texas.

That is no nger true. On the matter of ultimate compliance with the Supreme Court's decisi n, the South appears to be reaking up into communities. It may well be that even in the communities there is developing a split along economic class lines over the integration question.

Jun. 9-1-57

EVEN IN Deep South states, some minor cracks are beginning to appear in the otherwise monolithic white opposition to integration. In Atlanta, for example, a Negro minister, the Rev. William Holmes Borders, said that if the Negro vote continues to increase, he may run for mayor. One Negro already has been elected to the city school board.

In Atlanta's last city election, Negroes cast some 19,000 votes for the successful candidate for mayor. In all, the winner, William B. Hartsfield, received 37,612.

Even in South Carolina, some ministers have been circulating a state-wide petition for a more moderate approach to the school integration question.

In another Deep South state, Alabama, the Negroes

ONE IN FOUR SCHOOLS IN NORTH SEGREGATED

Study In Nine Big Cities Blames Housing

WHITES ARE MOVING OUT

By The Associated Press

CHICAGO, Oct. 24.—The American Jewish Committee said Wednesday that an average of one out of every four schools in nine big Northern cities has a non-white majority of pupils.

The report blamed segregated housing for "a condition of unpremeditated segregation which is having serious and dangerous repercussions in the public school systems."

It concluded:

"It is clearly evident that school integration in the great Northern cities presents a challenge to the social intelligence of Americans that will have to be met with courage, forthrightness and humility."

Cities covered in the report are New York, Philadelphia, Chicago, Detroit, Cleveland, Los Angeles, San Francisco, Cincinnati and Newark.

Although the committee concerned itself mainly with the Negro in the North, it lumped under the classification of non-white the hundreds of thousands of Puerto Ricans who have settled in Eastern cities, and people of Oriental extraction on the West Coast.

The AJC was founded in 1906 to protect the rights of Jews and to advance the cause of human rights everywhere. The segregation report was made at a national executive board meeting here.

The AJC statement said:

"These findings were gathered from responsible community sources and agencies through questionnaires and interviews, rather than from the school boards which do not officially record this information."

No Legal Segregation

None of the cities cited has legal school segregation. In New York, the board of education currently is engaged in a program of classroom integration in predominantly Negro and white schools.

Segregation in housing, the report said, was hastened by an influx of Negroes into Northern cities simultaneously with an exodus of white city dwellers to the suburbs. The report continued:

"Since 1950 there has been a decrease in the white population in these nine cities, Los Angeles alone continuing to attract substantial numbers of whites. Newark continued to lead the other cities in the decrease of its white population, losing 10 per cent between 1950 and 1957.

"The high proportion of Negroes in the large Northern cities has inevitably created tension and raised the kind of problems of health, housing and education that used to be attributed to white immigrants. 'Black belts' and a concentration of colored people in the slums at the core of the cities have sharpened de facto segregation.

"One effect of the Supreme Court decision outlawing legal segregation in the schools has been to raise the issue of conditions in the North, where segregated housing has contributed to segregated schools.

In Lower Grades

"Although non-white majorities are most frequent in elementary and junior high schools, which are primarily neighborhood institutions, a considerable number of high schools are also overwhelmingly non-white and, in fact, segregated."

The report listed the total number of public schools and the number and percentage with a non-white majority as follows:

Chicago, 390 schools, with 77 or 19.7 per cent having non-white majorities.

Cincinnati, 88, with 38 or 43.2 per cent non-white.

Cleveland, 157, with 34 or 27 per cent.

Detroit, 264, with 57 or 21.6 per cent.

Los Angeles, 465, with 70 or 15.1 per cent.

New York, 639, with 126 or 19.8 per cent.

Philadelphia, 241, with 65 or 26.9 per cent.

San Francisco, 888, with 8 or 7 per cent.

Newark, no figures cited.

In 9 Northern Cities

Non-White Majority In 1 Out Of 4 Schools

CHICAGO, Oct. 24 (AP)—The American Jewish Committee said today that an average of one out of every four schools in nine big Northern cities has a non-white majority of pupils.

The report blamed segregated housing for "a condition of unpremeditated, de facto segregation which is having serious and dangerous repercussions in the public school systems."

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'Notable' Gains Toward Integration Reported in Southern Schools

Associated Press

The start of the fourth school year since racial segregation was outlawed by the U. S. Supreme Court finds some notable progress toward integration in the South.

Much of the change is gradual and, more often than not, bitterly resisted. The emphasis is on the "deliberate" in the "deliberate speed" with which the court ordered public school segregation ended.

Seven of 17 Southern and border states have succeeded so far in completely maintaining their traditional pattern of segregation. Among them is Virginia containing one of the five school districts against which the original integration ruling was directed. The others are Alabama, Florida, Georgia, Louisiana, Mississippi and South Carolina.

Move at Varying Speeds

The remaining states are moving along at varying speeds. The total number of Negroes admitted to hitherto all-white schools, however, still is very small, except in such border states as Kentucky, Missouri, Maryland, Oklahoma and West Virginia, along with the District of Columbia.

Focal points of more recent moves to integrate are Charlotte, Winston-Salem and Greensboro in North Carolina; Nashville, Tenn.; and Little Rock, Fort Smith and North Little Rock, Ark.

Plans proceeded for the enrollment of about 15 Negroes today in Little Rock's Central High School of some 2000 pupils. Ministers pleaded for calmness while the Governor watched nervously for "anything that might occur."

Limited Integration Elsewhere

Limited integration likewise is scheduled in high schools at North Little Rock and in the first grades at Fort Smith.

Court actions attended the integration steps in Charlotte and Greensboro. They were dismissed and six Negro pupils were scheduled for enrollment in white schools today at Greensboro, four at Charlotte and one at Winston-Salem.

The admission of such small numbers was assailed by the National Association for the Advancement of Colored People as a ruse to circumvent the Supreme Court decree while appearing to go along with them.

All remained quiet at Nashville, the first large city south of Louisville, and the third in Tennessee to integrate. Some 13 Negro youngsters are registered along with 272 white pupils there for first grade classes beginning next week in five schools. All told, the total first grade enrollment is expected to reach 2000.

In Texas, the enrollment pictured is varied. The eastern section containing the big cities of Houston, Dallas and Fort Worth remain segregated. Schools in the West and South are fully of partly integrated including San Antonio where the move began three years ago. Port Arthur and Galveston were scheduled to begin gradual integration this fall but were halted by a new state law requiring a local option referendum.

Five of Virginia's 128 school districts are under Federal court orders to integrate and a break may come during the year in the Old Dominion's racial barriers. Four have appears pending and in the fifth, Prince Edward County, a Federal judge has allowed officials an indefinite period to comply with the Supreme Court decrees.

Prince Edward was one of the five districts involved in the original desegregation ruling.

Integration: Problem For South, In West: Miarants

Defender, Chicago, Ill. P.5 Sat. 10-5-57

By HAROLD ELLITHORPE

ROCKY FORD, Colo. — (INS) — While Southern schools grapple with the problem of integrating Negroes, the West and Southwest tangle with a similar, but more elusive, question — how to provide education for thousands of migrand workers' children.

Integration of Spansh-speaking ing resident children has been accomplished successfully in all but a few isolated communities.

COMPLEX PROBLEM

The problem of migrants, most of whom are Mexicans and some of whom entered the U. S. by illegal means, is more complex.

Five years ago, Colorado tackled the problem by establishing an experimental school for migrant children at a two-room schoolhouse north of Fort Collins.

Now, five such schools are in operation, all in Eastern Colorado where the annual influx of farm workers to the sugar beet fields is greatest.

Typical of the migrant schools is the latest addition, a five-week class at Rocky Ford's New Jefferson Junior High school. Three such classes were held this past summer.

The main study is language, as many of the young pupils speak only the tongue of their migrant parents. Teaching is done by instructors who volunteer for the Summer work.

WORK TOGETHER

Rocky Ford's school was the result of close work between local labor camp officials and educators. Not only are the children's minds given attention, but their bodies as well.

An additional nurse was assigned by the State Health department for the Summer months. Parents were urged to have the children immunized against various diseases and baby clinics were held for migrant mothers.

Funds for the schooling come from the state education department. Other states in the region depend largely on local financing.

COMBS AND TOOTHBRUSH

Children at the Rocky Ford school were presented some peculiar text materials when they entered class — a comb, nail file and tooth brush. Commented one girl, "I've seen these (tooth brushes), but I didn't know what they were for."

Part of the curricula is a daily shower and weekly shampoo. Washrooms at the school are an experience for the youngsters. Most of the migrant children are not familiar with flush toilets and many are fascinated by running water taps and paper towels.

In many communities, prejudice exists, although gigantic strides toward better understanding between English and Spanish-speaking groups has been obtained by persistent efforts of organized civic groups.

A mistaken impression that the Spanish-Americans are all foreigners — imports from South of the border — is strong in some parts of the west.

Actually, much of the migrant Rio Grande is carefully controlled by a joint agreement between the U. S. and Mexican governments.

The real problem les n American citizens of Spanish descent who follow the harvests of sugar beets and fruit through the Summer months, retiring to homes along the border area during the winter.

Accurate statistics are not available, but the bulk appear to originate in Texas and New Mexico, although large numbers are found in Arizona, California, Utah and Colorado.

Mobility is a barrier to education. Migrant youngsters seldom stay in one vicinity long enough to get more than a smattering of schooling. Consequently, Colorado's migrant classes are short, catching the pupils as they can.

Many migrant parents fail to inform the school of their arrival in a community or departure. Records are nearly impossible to maintain.

Economics plays a hand in the children's absence from school. Despite laws to the contrary, youngsters often are forced to work at very young ages. High school is out of the question in a vast majority of cases.

While Virginia Fights

Courier Pittsburgh Pa. P.2

Nashville Plans Full Integration!

Sat. 11-23-57 14 col (1) general

Hold

NASHVILLE, Tenn. — The "Athens of the South" is all set to take a big plunge into the sea of integration by totally desegregating its public school system.

•In addition, there are strong indications that Nashville's state-supported Tennessee A. & I. University will be fully integrated next fall.

Nashville's School Board announced last week that it will have a plan to desegregate Nashville's school all ready "before Christmas." The board must submit to the U. S. court a plan to desegregate the school system no later than Dec. 31.

■

THE STATE Board of Education moved to end segregation in all six of the colleges under its control effective next fall.

•The announcement stated, "The State Board of Education shall authorize the admission of all qualified applicants who meet the entrance requirements of the respective colleges and universities, effective at the beginning of the fall term, 1958."

The move did not affect the University of Tennessee which operates under its own board of trustees and is independent of state supervision. Affected will be the Tennessee A. & I. University here, Memphis State, Austin Peay, East Tennessee, Middle Tennessee State and Tennessee

BALTIMORE, Md. — One of the states' most recalcitrant on obeying the court's edict on school desegregation has been ordered to make a "prompt and reasonable start" on the problem here by the U. S. Circuit Court of Appeals.

Sitting here en banc, the Fourth Cirruit Court directed its order toward Prince Edward County, Virginia, where opposition to desegregation is at a fever pitch.

•The county has a Negro population of about 55 per cent, but more than $200,000 has been raised in pledges since the whites of the county have threatened to abolish public schools and form private schools rather than desegregate.

The Appeals Court decision read: "The fact that the schools might be closed if the order were enforced is no reason for not enforcing it. A person may not be denied enforcement of rights to which he is entitled under the Constitution of the Uinted States because of action taken or threatened in defiance of such rights."

NAACP spokesmen were "delighted" by the decision.

Equal Schools May Require U S Operation

Thus far everybody has been assuming that public schools have to be operated by state and local governments, or they cannot be operated at all. Recent actions and talk from the die-hard segregationists call for a reexamination of this assumption.

Governor Faubus called out the National Guard to prevent Negro children from getting equal education. He also made threats about closing the public schools in order to defeat the opening of equal educational opportunitites to Negro children by order of the Federal district court under Federal troops called out by President Eisenhower. South Carolina and some other Southern states have plans to close their public schools if necessary in order to prevent equal education being opened to Negroes by Federal action under the 14th Amendment.

The idea that the Federal Government cannot operate schools is a fallacy of the greatest magnitude. The Federal Government is at this very moment operating schools for the children of Armed Forces personnel around the globe. Some of the very best schools of higher education in America are those operated by the United States at West Point and Annapolis. So, it is a great mistake for the die-hard segregationists to assume that children, either Negro or white, but especially Negro, could not possibly have any public schools to attend unless they are provided by segregation-minded state and local governments.

Section 5 of the 14th Amendment expressly provides: "The Congress shall have power to enforce, by appropriate legislation, the provisions of this article." It is axiomatic that the Congress could make its own determination of the best means to carry out this or any other power granted to it by the Constitution. A primary provision of the 14th Article of Amendment to the Constitution is the one guaranteeing to equal protection of the laws to all American citizens, but especially to Negro citizens.

Now, if the die-hard segregationists keep on insisting upon the right to provide unequal educational opportunities for Negro citizens, there will be no choice but to start a campaign to broaden the school construction program to include the building and operation by the Federal Government of such schools as may be required to guarantee equal education to all American citizens, and especially to Negro citizens.

This is the answer which the Constitution of the United States, in the 14th Article of Amendment, provides to the talk of Governor Faubus and former Supreme Court Justice Byrnes, and to the rest of the die-hard segregationists who continue to mouth threats about closing the public schools, if they are not given the unlimited right to deny equal educational opportunities to Negro citizens.

That South Carolina has no intention of providing anything like equal educational opportunities for its Negro citizens is shown by the multi-million-dollar South Carolina Medical School and Center at Charleston, which is closed tight against Negroes without any kind of separate medical school for Negroes. One of the reasons given by the Negro children in Little Rock for wanting to go to Central High School is the fact that only there can they get equal education opportunities.

There is absolutely no question about the factual truth of Mr Chief Justice Warren's finding in the famous Brown case of May 17, 1954: "Separate educational facilities are inherently unequal." In the nearly one hundred years of separate educational facilities in the South, no state even claims across the board to have provided equal educational opportunities for Negroes in separate schools. The best separate schools for Negroes were those in the District of Columbia, and desegregation proved beyond any shadow of a doubt that they were grossly unequal.

So, the die-hard segregationists are faced with one of two inexorable alternatives:

1. To provide equal educational opportunities for Negroes by compliance with the decisions of the Supreme Court of the United States handed down May 17, 1954 and May 31, 1955.

2. To face the ultimate prospect of having the United States Government, under Section 5 of the 14th Amendment, step in and build and operate equal educational facilities for all American citizens, especially for Negro citizens denied equal educational opportunities by the un-American actions of segregation-minded state and local governments.

Only seven states still maintain historic separation pattern—

School integration breaking barriers, spreading southward

By The Associated Press

As public schools throughout the nation prepared for the opening of the fourth year since the U. S. Supreme Court's historic ruling against racial segregation, it was apparent that the integration movement was beginning to spread.

Despite the fact that more school systems are involved, however, the number of Negro students actually going to school with white persons is still very small.

The traditional pattern of segregation is completely maintained only in the states of Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina and Virginia.

WITH FIVE OF VIRGINIA'S big school districts under federal court order to integrate, a breakdown in racial barriers in the Old Dominion's schools may come during the current school year. The issue is in abeyance in four of the districts pending a state appeal to the U. S. Supreme Court from a ruling which held the new pupil placement act unconstitutional.

In the Fifth District, Prince Edward County—one of the five school districts concerned in the Supreme Court's original integration decision—Federal Judge Sterling Hutcheson has allowed school officials an indefinite period in which to "proceed with deliberate speed" toward integration.

North Carolina dropped from the "total segregation" list a few weeks ago when school boards in Charlotte, Winston-Salem and Greensboro assigned Negroes to previously all-white schools. However, there have been protests from white groups and court appeals are pending.

INTEGRATIONISTS scored their biggest victory this year in Tennessee where Nashville school officials began a city-wide desegregation movement in the first grade level. Tennessee dropped from the "total segregation" last year when Clinton admitted a small group of Negroes to its high school.

Limited integration is scheduled to start in the three largest cities in Arkansas—Little Rock, Fort Smith and North Little Rock, as the number of integrated school districts in the state jumps from three to eight.

Only in Texas was there a backward movement reported in integration plans. Port Arthur and Galveston had been scheduled to start gradual integration this Fall but the move was canceled because of a new state law requiring a local option referendum on the question.

THE SOUTHERN Education Reporting Service says of the 9051 school districts in the 17 Southern and border states, 3008 have prospective Negro pupils. Of this number, 684 districts have begun or completed desegregation.

In the District of Columbia, ordered to integrate immediately after the Supreme Court's decision on May 17, 1954, and in the border states of Kentucky, Missouri, Maryland, Oklahoma and West Virginia, integration has continued to move forward with only a handful of school districts holding out.

All was peaceful Tuesday at Nashville when 13 Negro children registered for classes with 272 white pupils. The Negro first graders eligible for intergrated classes represented less than a tenth of the estimated enrollment of their age group. The remainder will attend all-Negro schools nearer their residences.

WHILE NASHVILLE School Board is beginning integration only at the first grade level, it is under federal court order to submit a comprehensive plan by Dec. 31 for integrating other grades.

Nashville is the first large city south of Louisville, Ky., and the third in Tennessee to integrate. The federally-operated high school at Oak Ridge was desegregated two years ago and the state-supported Clinton High School admittde Negro pupils last year.

Some outbreak still could come at Nashville despite the peaceful registration. John Kasper has said he plans further protests at Nashville.

In North Carolina, where official sentiment still is anti-integration, 12 Negro children were given a go-ahead to attend previously all-white schools under a pupil assignment plan.

ACTING ALMOST simultaneously on July 23, the school boards of Charlotte, Winston-Salem and Greensboro admitted five, one, and six Negro students, respectively.

The Charlotte board rejected 35 other applications from Negroes for transfer to white schools. A group of 21 parents of white children have obtained a court order directing school officials to show cause why they should not be restrained from admitting the four.

North Carolina's school assignment law has been upheld by the U. S. Supreme Court as being "not unconstitutional on its face." However, some state officials have pointed out that a small amount of integration is necessary to prevent a court order calling for total desegregation.

The admission of only a few Negroes while rejecting the majority of applications for admittance to all-white schools has been branded as a ruse by officials of the National Assn. for the Advancement of Colored People. They say it is an effort to circumvent the Supreme Court order while appearing to go along with it.

THERE WERE only about 40 Negro pupils out of an over-all total of 2000 enrolled in Arkansas' integrated schools last year. School officials were unable to estimate how many would be affected by integration of high schools in Little Rock and North Little Rock and of first grades at Fort Smith. All three cities plan to extend the integration year by year, but the desegregation plans already have brought lawsuits.

A white mother seeks to force the Little Rock School Board to establish, under a new state law, a separate high school for white students who do not want to attend a racially-integrated school. A white taxpayer filed another suit asking the court to rule whether federal or state laws shall be followed on school segregation.

In Texas, where the schools in the West and South are totally or partially integrated, the Eastern portion of the state remains segregated.

Houston, Dallas and Fort Worth lie in the segregated area. San Antonio is proceeding with an integration move begun three years ago. Of a total Negro school population of about 5000, only 471 are attending the previously all-white schools. There are no whites in former Negro schools.

LOCATION determines the status of schools in the District of Columbia. While figures are not available for the coming year, there were six all-white and 14 all-Negro elementary schools last year of a total of 123. Of the junior highs 21 of 23 were mixed and two were all-Negro. In the high schools two were all-Negro and nine were mixed.

About half of the 219 school districts in Kentucky have been integrated. Only 25 per cent of the districts which have a Negro school population have made no plans toward integration.

With the exception of Hampshire and Jefferson Counties, all of the school districts in West Virginia have begun, or completed, integration. Crowded conditions in white schools in those two counties have been cited as the cause for failure to integrate there.

THE MISSOURI Department of Education says desegregation plans are proceeding smoothly in that state and that about 95 per cent of the Negro pupils in the state will attend integrated schools this Fall.

Oklahoma aso has moved toward integration in an orderly manner. No figures are available on the number of students in mixed schools, but integration is expected to continue since the state gives no financial aid for separate schools.

More than 22,000 Negro students—19 per cent of the Negro enrollment—are expected to attend mixed schools in Maryland this year. Only eight counties having a Negro population still have not begun desegregation and only one of them, Calvert County, does not have a plan for starting mixed schools. Negroes make up 51.8 per cent of school enrollment in Calvert and efforts to come up with an integration plan in that county have brought strong protests and threats.

MORE RACE ISSUES FACING HIGH COURT

Justices Will Open New Session Tomorrow

KASPER HAS APPEAL

By The Associated Press

WASHINGTON, Oct. 5. — The Supreme Court opens a new term Monday to face sharply contested legal issues involving racial segregation and communist activities.

The tribunal's nine justices head into the new term seemingly undisturbed by widespread criticisms of some of their recent decisions and silently aloof to personal attacks.

The court's docket indicates there could be more critical attacks in the coming nine-month term. Some of the cases awaiting action have a combined feature of great public interest and bitter controversy.

Virginia Appeals

For instance, Virginia — with a state policy of "massive resistance" to school integration—has pending an appeal seeking to uphold its pupil placement act.

This law puts student assignment powers in the hands of a three-member state board. It was ruled unconstitutional by United States District Judge Walter E. Hoffman of Norfolk in cases specifically affecting Norfolk and Newport News. After the United States Circuit Court in Richmond upheld Judge Hoffman, school officials of the two cities and the state joined in appealing to the high tribunal.

The appeal said the case gave the Supreme Court an opportunity "to lead a large section of our country out of the chaos into which the Brown decision has plunged it." (The Brown decision was the high court's ruling against compulsory school segregation).

Other Race Questions

Other appeals involving racial questions, on which the high court was asked to grant hearings, include one by segregationist John Kasper. He appealed from a one-year sentence for contempt, growin gout of integration disorders at Clinton, Tenn., in August, 1956.

The Supreme Court has already to hear arguments on an appeal by the National Association for the Advancement of Colored People from a $100,000 contempt fine levied by Circuit Judge Walter B. Jones in Montgomery, Ala. He imposed the fine after the NAACP refused to submit its membership rolls for state inspection.

Another case to be heard is an appeal by four Houston Negroes who assert their union discriminated against them and favored white workers when the Texas and New Orleans Railroad made a work force reduction. The Negroes seek injunctions and $75,000 damages from union locals.

There's No Turning Back

14 d (1) General

An Editorial

Any dreams that the advocates of segregation might have had that the fight over integration in schools is just a passing fancy are disappointed by the results of a nationwide survey made public recently by the Roy Bernard Public Relations Organization of New York. Afro-American P. 16

The survey, conducted on behalf of the Fruit of the Loom Socks college scholarship competition, concludes that there is no difference in the attitudes of colored and white parents in regards to their aspirations for their children.

In questionnaires submitted to 1,105 finalists in the contest, virtually every parent stated his belief that a college education is a necessity in our specialized society. Baltimore, Md., Sat. 8-31-57

But even more than this, the parents also recognized the influence that higher education has in developing a youngster in the greater understanding of himself, in the world around him, and instills in him the desire to serve in that world.

More than 90% of the colored parents, the survey reveals, believe that a college education will enable their children to have fuller lives, to meet a variety of people, to learn to respect their beliefs and break down the prejudices that exist in the world today. 14 d (1)

Typical of this point of view is that expressed by Timothy and Susie Evans of No. 8 14th St., SE, Washington, D.C., whose 11-year-old son, Tommy, was one of the finalists.

"No one in our family ever went to college because of financial conditions," the father says, "but we hope that our son will be able to continue his education."

It is this awareness of the need for preparation that is the driving force behind the great "revolution" that is sweeping the entire nation in the wake of the Supreme Court decision and this tide cannot be turned back by the diehard obstructionist of a few Dixie demagogues who are leading their people in defiance of that ruling.

This rebellion against authority is bound to fail because it runs afoul of a great ground swell stemming from the very grass roots of our nation.

The survey shows that people of both races realize that education is no longer a luxury that people can take or leave alone. Education is an absolute necessity to existence in modern times and those who oppose its extension to all people are doing themselves a disservice.

By denying the opportunities for adjustment to a large segment of the population, they because of their deficiencies, must of necessity become a liability and a burden to the very people who oppose their integration into the modern world.

Education is strength and it seems asinine that people should be so shortsighted that they would seek to cripple any part of our body politic that they would be unable to stand on their own feet and walk alone.

The majority of colored parents do not intend for this to happen to their children, this survey shows.

EDITOR SAYS FORCE WILL NOT END BIAS

Dabney Tells Principals Nine States Will Close Schools Rather Than Integrate

By BESS FURMAN

Special to The New York Times.

WASHINGTON, Feb. 26—Virginius Dabney, editor of The Richmond (Va.) Times-Dispatch, told 5,000 secondary school principals today that the South could not be forced into school integration.

He reported "absolutely no integration" in nine Southern states since the Supreme Court decision of three years ago. He declared that these states would close no schools rather than desegregate. He listed the states as Virginia, North Carolina, Tennessee, South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana.

Mr. Dabney urged the aNtional Association for the Advancement of Colored People, which spearheads the integration movement, to "back up," "consolidate its gains," and refrain from doing "irreparable harm to the cause of Negro advancement and to interracial amity."

He spoke at a convention of the National Association of Secondary School Principals.

The "capital of the Negro race," he said, has moved from Atlanta, Ga., to New York. This was the result of school integration, he said, and it caused a fission between Negro and white leaders in the South. No longer do leaders of the two races sit down together to talk over problems, he said.

"Hardly any avenues of communication exist in most areas," said Mr. Dabney. "The N. A. A. C. P. leadership has committed all Negroes so completely to its drive for total integration that any white who dissents is stigmatized as an enemy of the Negro race."

Mr. Dabney assailed the school integration methods which he said are being used in New York. He said:

"They are transporting children all the way across town in New York, away from the neighborhood schools which they have been reaching conveniently on foot these many years, and compelling them to enroll with members of the opposite race.

Carmichael Quoted

"All this is being done at great inconvenience and expense, on the theory that a modest degree of integration is not enough. We must have total and complete integration everywhere and at once, it would seem. The folly and absurdity of this strikes me as obvious."

Mixed schools were put into effect in Washington, Mr. Dabney said, "with too much haste and too little preparation."

He praised the more gradual methods of Baltimore and Louisville.

He quoted Omer Carmichael, superintendent at Louisville, as saying that the N. A. A. C. P. was "chiefly responsible for the Southern chaos over desegration."

On the other hand, Mr. Dabney said, the Virginia Legislature has been "unfair to the N. A. A. C. P.," by passing bills to "harass that organization."

He attacked the civil rights program now before Congress as "a perfect example of the sort of extremist legislation which frightens and dismays the South."

The junior and senior high school principals filling the huge hotel ballroom applauded in a routine fashion at the end of Mr. Dabney's speech. The scattering of Negro educators among them sat stiffly, and did not join in the applause.

Robert L. Clark, executive secretary of the President's National Committee for the Development of Scientists and Engineers, also addressed the group He discounted familiar arguments that while the Soviet Union was turning out more scientists than this country they were not of as high quality nor as imaginative as United States scientists.

"We are getting increasing testimony that the quality of the Soviet products is of a high order," Mr. Clark said.

Harold C. Hand, Professor of Education at the University of Illinois, said that good teaching would be the best motivation to get students into science courses in this country. This can only be obtained, he said, by raising top teachers' salaries in that field to $15,000 a year.

Race Problems Hurt Schools In The South

Solution of the vexing problem created by the 32-months-o l d school desegregation conflict depends on new, realistic and moderate southern leadership, the nation's Schools, leading school administration journal, proposes in its January issue.

The desegregation conflict has affected virtually every major aspect of public education, and has divided the South into two militant camps, the "nows" and the "nevers", according to Dr. Glen Robinson, Tennessee educator who has completed a six months' study of trends resulting from the Supreme Court's 1954 desegregation decision for the Nation's Schools.

School officials find their communities divided into two groups, Dr. Robinson reports. One interprets the Supreme Court's phrase, "with all deliberate speed" to mean "at once." The other insists that desegregation of schools would bring disaster to their communities, and must be postponed indefinitely.

"Many Southerners reject both the 'now' and 'never' positions, but at present there is no major group with a well defined position which Southern moderates can support.

"Whether or not the people of the South realistically face and resolve the present crisis with wisdom, understanding and forebearance depends largely upon those Southerners who have not identified themselves with either extreme." Dr. Robinson writes.

SCHOOLS THREATENED

Definite trends of resistance and compliance have evolved in the past two and one-half years. Situations that have developed in varying degrees in various parts of the South include:

1. Border states desegregate rapidly: 661 districts have changed to integrated schools.

2. Public school existence threatened: Five states have authorized permissive abolition of p u b l i c school compulsory attendance laws or inserted loopholes in them.

3. Door opened to public financing of private, parochial schools: Georgia Virginia and North Carolina have authorized v a r i o u s forms of "educational e x p e n s e grants" as a kind of safety valve where parents object to sending their children to integrated schools. Some educators point out that these exceptions might set a precedent for grants to parents who object to public school attendance for religious reasons.

4. Magazines, books, songs and other instructional materials considered "anti-South" have been restricted in some areas. These include Time, Life, Look, and the songs of Stephen Foster.

5. Extracurricular activities have been restricted or banned because of fear of "social mixing." Proms, banquets and dramatic productions have been affected in integrated schools, while Negro athletic and musical talent has been welcomed.

6. Quality of school board membership affected: Capable candidates have declined nomination because "they could not afford responsibility for controversial decisions."

7. Teacher status affectde: Both Negro and white teachers have been discharged because of integration attitudes; teacher tenure provisions have been modified to make summary dismissal more convenient; both social pressures and legislation have limited teachers' freedom of speech and right to organize.

8. Federal aid losing favor: Legislators formerly favoring federal grants now fear discrimination against segregated districts.

9. State funds withheld from integrated schools in three states; others contemplate similar prohibition.

10. School building funds limited Some people vote "no" on funds for segregated schools; others refuse to support schools unless they are segregated.

11. School bonds sales adversely affected: Financial houses reluctant to purchase bonds from southern cities during crucial segregation period.

12. More extensive use of school plants has resulted from integration in some areas.

13. School district consolidation accelerated: Mississippi has reduced 200 local units to 20 county districts.

14. Homogeneous groups adopted: Some districts bridge current gap in achievement levels between Negro and white children by grouping superior or "slow" learners in small, integrated classes; Washington, D. C has tried a "four track" plan, which divides 10th grade into four groups of different academic abilities and interests.

LONG DELAY SEEN IN DESEGREGATION

Shanley, White House Aide, Explains, Then Clarifies, View on Court Ruling

A White House official said yesterday that the Supreme Court's anti-segregation decision had done harm, but he later explained he did not mean quite that.

The official was Bernard M. Shanley, appointments secretary to President Eisenhower. His explanation was that harm had been done not by the decision itself, but by "feeling engendered" by it. He said such feelings had resulted in the dropping of Negro students by Southern universities.

Mr. Shanley, a Newark lawyer, made his original statement in a question-and-answer period after he had addressed 300 students at Fairleigh Dickinson University in Rutherford, N. J.

He was asked to explain the White House attitude on segregation. Reporters present said he replied as follows:

"We have made more progress in the South in the past four years than was made in the previous twenty years. But the Supreme Court decision on segregation has set us back many years."

Mr. Shanley later gave a stronger version of what he had said, as follows:

"The Supreme Court's decision has done a tremendous amount of damage and has set us back many years."

He Clarifies His View

After Mr. Shanley left the university, a Rutherford reporter telephoned him at his home in Bernardsville, N. J., and asked for a clarification of the original statement. Mr. Shanley then replied that the decision had done "incalculable harm," and went on:

"I am not quarreling with the decision of the Supreme Court. But unfortunately it has resulted in many of our colored students severing their relationships with Southern colleges."

He also said that in his opinion desegregation would have to come gradually and could not come all at once.

Later Mr. Shanley telephoned a Newark reporter with further clarification. After giving his own stronger version of his original statement, he said this remark "did not correctly convey my thoughts." He explained that before he could complete his answer to the original question, he had been cut off by another question.

If he had been able to complete his first answer, he went on, this is what he would have said:

"I am not criticizing the Supreme Court decision. Were I a member of the court I would have voted as the majority did. What I started to explain was that feelings engendered by the decision have resulted in the droppig of Negroes, especially graduate students, from universities in the South where previously they had been accepted. It was this point I had in mind."

FIVE STATES BOLSTER SEGREGATION LAWS

NASHVILLE, Tenn., — Five state legislatures meeting this year have added more than a dozen laws to legislation bolstering segregated school systems, Southern School News reported today.

Meanwhile federal courts in Kentucky and Virginia have ordered the desegregation of six additional school districts, the publication noted.

Southern School News, a non-partisan monthly paper, is published here by a board of southern newspaper editors and educators.

Arkansas, Georgia and South Carolina have adopted new legislation aimed at strengthening school segregation laws. In Tennessee and Texas resolutions reasserting principles of states' rights were approved but in neither case was a statement of "interposition" used. Additional, Georgia's legislature passed a resolution calling for "impeachment" of six U. S. Supreme Court justices.

This brings to 120 the number of state pro-segregation laws adopted since the Supreme Court decision of 1954 against public school segregation, said Southern School News.

The new districts ordered desegregated are Norfolk and Newport News in Virginia and Hopkins, Scott, Union and Webster counties in Kentucky. There are now 673 desegregated school districts and approximately 3,100 segregated ones in the 17 southern and border states, the publication said.

The paper also reported a step-up in legal activity during the current school year with at least 35 new cases and 45 decisions involving the school segregation-desegregation controversy.

A state-bystate summary of major developments follows.

ALABAMA—A University of Alabama spokesman told Southern School News after reports of an exodus of "shocked and shamed" professors as an aftermath of the 1956 Autherine Lucy incident that there had been a "normal" turnover although six departing faculty members had given this explanation as a major reason for leaving.

ARKANSAS—Four pro-segregation bills have been enacted by the general assembly and approved by Gov. Faubus. One sets up a state sovereignty commission with investigating powers.

DELAWARE—As public school desegregation slowed down in Delaware, negotiations were pursued for a merger of white and Negro parent-teacher associations.

DISTRICT OF COLUMBIA—Two studies, one by a school system official called integration in the District a "miracle of social adjustment." Two southern congressmen that a junior high school was forcing mixed dancing.

FLORIDA—Pro-segregation group activity stepped up with the entry of persons from other states who are critical of Gov. LeRoy Collins' stated position that mixed schools are inevitable.

GEORGIA—A case in which a Negro had made a seven-year effort to get into the University of Georgia law school was dismissed, in part on grounds that no racial discrimination was involved. The legislature passed five pro-segregation bills together with resolution asking impeachment of Supreme Court justices. A bill to ban interracial athletics meanwhile was shelved.

KENTUCKY — Three western countries and a fourth one in central Kentucky were ordered by a court to desegregate their schools this fall. Louisville Supt. Omer Carmichael blamed the National Association for the Advancement of Colored People for much of "the chaos in the South" and the organization replied this was due rather to "open defiance of some southern spokesmen" to court decisions.

LOUISIANA-One hundred Negroes out of some 200 previously enrolled reentered integrated state colleges under injunctions restraining application of new state laws which would have excluded them.

MARYLAND — Pro-segregation groups were more active at the current legislative session than at any time since the 1954 Supreme Court decision through no legislation they advocated was introduced.

MISSISSIPPPI—Saying the State state must preserve the "domestic peace and tranquility which is surprising our friends as well as our worst enemies," Gov. J. P. Coleman, who is expected to run against Sen James O Eastland in 1960, outlined a four-point program which he hopes to achieve before leaving the governor's chair.

MISSOURI—A St. Louis high school reported after its second full year of desegregation that it was operating more smoothly with a 50 per cent Negro enrollment than it did with a 33 per cent Negro minority the first year.

NORTH CAROLINA—As the teacher pay issue dominated the 1957 legislative session the U. S. Supreme Court was asked to review a lower court decision denying Negroes entry to an all-white school.

OKLAHOMA—New federal court action was expected in an effort to force integration of a state training institution and a public school district.

SOUTH CAROLINA—The general assembly added an anti-barratry (soliciting law suits) statute to a body of legislation aimed at the NAACP and considered other pro-segregation laws.

Northern Teacher Shortage

A novel answer to the teacher shortage in the North has been proposed by Paul Simon, publisher of the *Troy* [Ill.] *Tribune* and member of the Illinois House of Representatives. Writing in the *Christian Century*, Simon suggests integrating Negro teachers, Orientals, and those of the Jewish and Catholic faiths—all of whom are discriminated against in varying degrees.

Simon says the Illinois State Normal University has found it "almost impossible" to find jobs for Negro graduates outside of the Chicago and Kansas City areas. As a result of the discrimination, many Negro teacher graduates are forced to take jobs in the South, where salaries are less attractive but jobs fairly plentiful.

He quotes the co-chairman of the Midwest Regional Committee on Discrimination in Higher Education (Charles E. Howell of Northern Illinois State College) as saying:

> In general it has been true that even in those school systems in which integration of the student body has progressed, integration of the teaching staff has either not developed at all or has lagged very appreciably behind.

Not only Negroes are discriminated against, but qualified Orientals, Jews and, to a lesser extent, Catholics have a hard time finding jobs. The teacher shortage, Simon concludes, could be alleviated, possibly solved, by hiring those now excluded.

Drastic, but possible.

"Integration" Isn't an Earth-Shaking Problem With Our Youth

A gentleman who lives in a good-sized New England town has a ground-floor office which looks out on a heavily traveled street and sidewalk. There is a high school a few blocks up the hill from his building, and our man—who admits he is lazy—has always been happy to swing away from his work and watch the kids straggle to school in the mornings and stream away from it afternoons.

He's got to know a lot of the youngsters well enough to wave to them, if they aren't too busy with their own more important affairs to notice him. After school had been in session a couple of weeks in the fall, he spotted two kids, newcomers to him and undoubtedly to the school: two little colored girls, about fifteen years old. Maybe they were a little dowdy in their dress, always together and by themselves, quiet, too timid to think of waving to the man in the window, minding their own business.

Then one afternoon while the autumn was still mellow, he heard exuberant teen-age noises in the street, and sat back in his chair to watch young America go by. It was a group of five high-school girls, and right in the middle, and the center of easygoing attention, was one of the little colored kids, complete with bobby sox, bright "boy coat" and shirt, pony tail, and a good deal of still quiet but obviously happy self-possession. Our man naturally waited and watched, and sure enough the scene was duplicated a few minutes later, when the other newcomer went by, surrounded by her classmates: French, Irish, Polish and just about every national extraction in this factory town. Since then, the two colored kids are often together, but more often with their new friends.

Says our observant citizen: "Of course it is generalizing from a specific case. I realize different sections of the country have different circumstances, traditions and points of view. But I can't help feeling that if grownups would just leave the kids alone, there would be an amazing amount of easy, unforced 'natural integration' from Maine to Mississippi and points West."

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 158

N.C. judges refuse to block school integration in 2 cities

CHARLOTTE, N.C. — Public school integration was making news in eight states this week.

Local judges in two North Carolina cities, in two separate actions, threw out court petitions of white parents making a last - ditch effort to prevent integration of public schools.

The action came as Gov. Luther H. Hodges warned citizens against any possible violence when colored children are admitted for the first time to formerly all white schools in Charlotte, Greensboro and Winston-Salem.

Although sitting in different cities, the actions of the two judges were similar.

* * *

JUDGE J. Will Pless denied the petition of a group of white parents here for a temporary injunction to prevent the enrollment of four colored children in a previously all white public school.

At a like hearing in Greensboro, Judge L. Richardson Preyer turned thumbs down on the plea of a similar group of parents seeking to block enrollment of six colored pupils in white schools there Tuesday.

In addition to dismissing the plea for an injunction to halt integration, Judge Preyer also dismissed the parents' appeal for a jury trial of the case.

The actions apparently paved the way for token integration in Charlotte and Greensboro schools on schedule — the first in the state — since any appeal to higher courts would not be heard in time to forestall integration.

* * *

IN NASHVILLE, Tenn., public school integration began smoothly and quietly.

Thirteen colored pupils registered for the first grade classes in five formerly all white schools. Some 150 colored children were eligible to enroll in about 15 schools.

William A. Bass, school superintendent, explained that both colored and white children may enroll at any time up to the opening day of schools on Sept. 9.

HE EXPRESSED the belief that some colored parents did not bring their children to school on the first day of registration for fear of violence. It is expected, he said, that a number of them will register their children later.

Only 2,000 of the expected 3,200 first graders were enrolled on the first day of registration.

Groups of white parents, mostly mothers, gathered in front of several of the schools where colored pupils were registering for the first time. They made no threats but protested vigorously the end of segregation.

Although no boycott is expected, some of the white parents said they would not permit their children to enter school when classes begin Sept. 9, indicating that a boycott move would be tried.

* * *

MR. BASS, who will retire this year after 20 years as superintendent, made a tour of the schools. When he sought to reason with some of the angry white parents, he was able to say only "I told you that the Supreme Court . . ."

An angry mother cut him off, saying: "The Supreme Court hasn't passed on it fully yet. Kasper has told us that the Supreme Court decision won't stick."

The young mother had reference to John Kasper, executive secretary of the Seaboard White Citizens Council, who has been here for three weeks urging a boycott of the schools by white parents.

Kasper, 27-year-old former "northern liberal," now an arch foe of integration, has been twice convicted following violence during integration of the high school at Clinton.

After Kasper and four of his followers had visited four of the schools and questioned principals about their registrations, Mr. Bass called Kasper an "intruder" and complained to police.

* * *

WHEN HE WAS ABLE to get a word in, Mr. Bass asked the angry mother: "Where did you go to high school?" "I never did go beyond the eighth grade," she retorted, "I had to go to work"

"I guess you didn't go to school long enough to get a good course in citizenship," Mr. Bass suggested, as two first grade colored pupils walked into the school, accompanied by their parents.

"I don't think the n-----s really love their children," said Mrs. James McCullough. "If they did they wouldn't send them to a white school where they can get hurt and beat up."

* * *

ANSWERING her quietly, Mrs. M. J. Griffith, mother of 6-year-old Jacqueline Fay Griffith, declared:

"Yes, I think we love them as much as you do yours. That's why we are here. We want our children to have the same opportunities that your children get."

"The resentment is deep, much deeper than many of us had supposed. Many, I believe, have absorbed the Kasper line, Mr. Bass declared.

One of the colored mothers, sitting in Fehr School with her 6-year-old son, Charles Edward, appeared timid. She sought to be as inconspicuous as possible in a corner of the room while waiting to be called to the registration desk.

"This school is so much nearer to my home than the all colored one where my other children went" she declared. "It's a better school, too. I don't want to cause any trouble. I want to be a good citizen."

"And I want to be an engineer," chimed in the young son, Charles.

"I'm going to send my three youngsters to school," said Mrs. J. A. Bruce Jr. "My husband doesn't agree with me, but I believe that the colored children have a right to go to good schools, too."

* * *

CHIEF Douglas E. Hoss had assigned about 100 policemen to active duty during the first day of registration. In addition, 30 traffic officers on motorcycles were available for immediate duty.

They were not needed.

At Clinton High School in east Tennessee, about 200 miles from here, registration day was reported as quiet.

The school, scene of racial violence last fall when it became the first state supported secondary school in Tennessee to become integrated, enrolled two 15-year-old colored freshmen without incident.

* * *

IN EASTON, MD., the Talbot County School superintendent denied last week that a representative of the school board had asked permission of two colored persons to enroll their grandchildren in an all white school there.

Raymond O. McCullough, the superintendent, declared that a charge made by Bryant Bowles, segregation advocate, speaking at a rally of citizens the previous night, "is without foundation whatsoever."

* * *

IN NEW ORLEANS, the U.S. Court of Appeals refused Wednesday to reconsider a previous ruling that the Dallas, Texas, public schools must be desgregated with all deliberate speed."

The action came when the court turned down a request for a rehearing sought by Dr. Edwin L. Rippy, who appealed the decision as president of the Dallas school district.

* * *

IN TALLAHASSEE, Fla., the Inter Civic Council has submitted to School Superintendent Amos Godby — for the third time since April 29 — a resolution asking what plans have been made toward integration of schools.

A letter signed by C. Kenzie Steele, president of the council, accompanied the resolution. It asked for a conference with the school board and added that the council is trying to "prevent litigation."

Continuing, the letter says:

"We feel that the logical solution to these and other problems relating to race is the conference table — rest assured that there exists no malice of animosity here.

"We are, however, sincere in our efforts to see that the decision of our highest court be implemented with moderate speed." The board received the two previous resolutions without comment.

In Little Rock, Ark., a Federal District Court cleared the way, Friday, for school integration of the city's 2,000 - pupil high school there on Tuesday.

Judge Ronald N. Davis, of the Eastern Arkansas District Court, upset an injunction that had been issued against the school board by a State Court.

The action voided an injunction issued, Friday, by Chancellor Murray O. Reed of the State Chancery Court. He had ordered the Little Rock school board to discontinue all plans for integration.

He granted the injunction, sought by Mrs. Clyde Thomason, a parent, to keep colored out of the school.

Gov. Orval Faubus, appearing as the principal witness, testified that violence would follow if desegregation took place. The school board, however, disagreed. Superintendent of Schools Virgil Blossom said he had heard of no threats of violence.

Judge Davies took action to dissolve the injunction after the school board's counsel, A. F. House, urged that the board's integration plans be followed.

Gov. Orval Faubus, who testified as a witness at the injunction hearing, charged, in effect, that the rising resentment against school integration followed a segregation talk by Gov. Marvin Griffin of Georgia.

Declared Governor Faubus: "Governor Griffin said Georgia had no integration. People (in Little Rock) began to wonder if Georgia can get by without it, why can't Arkansas."

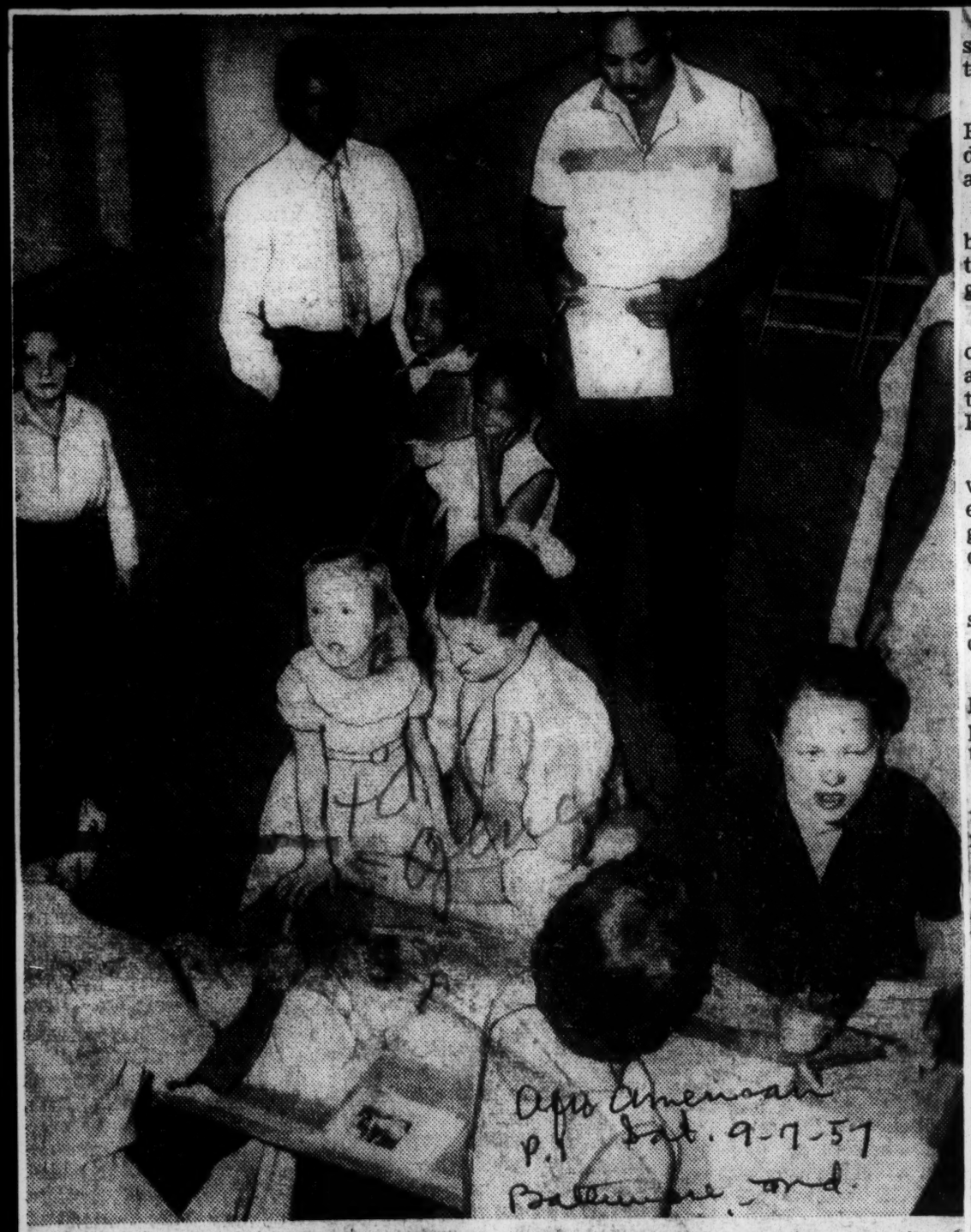
* * *

IN VIRGINIA, the state pupil placement board (outlawed by Federal court order in Charlottesville) called on parents who have failed to sign its assignment applications to reconsider their positions "in fairness to their own children."

Also in Virginia, Mr. and Mrs. Bowles F. Phillips of Arlington have decided not to contest the placement board's assignment of their three children to segregated Hoffman-Boston High School. They had sought transfers to the "white" high school.

At Colp, Ill., none of the estimated 40 white pupils in the district showed up for the beginning of the fall semester of a previously all colored grade school last week in protest over integration.

Half of Colp's population of 250 is colored. There are four colored persons on the city school board of seven, one of whom is chairman. The board voted integration in June.



FIRST GRADERS REGISTER—White and colored six-year-olds, accompanied by their parents, await their turns to register as desegregation began in Nashville, Tenn. The school board acted under court order.

Desegregation

NASHVILLE, Tenn.—According to Southern School News, 694 districts are already desegregated and 18 are planning such a move in September. Some 3,000 districts remain segregated.

A summary of major developments state-by-state follows:

ALABAMA—A bill gerrymandering most of Tuskegee's Negroes out of the city limits and thus out of a vote in municipal affairs became law as Negro voting, rather than school desegregation, dominated the state's affairs.

ARKANSAS—Little Rock, planning high school desegregation in September, heard protests from segregationist groups but said it would go ahead.

DELAWARE—In the first such ruling of its kind, a Federal judge ordered all school districts of the state desegregated. State and local authorities planned to appeal to higher courts.

DISTRICT OF COLUMBIA — Washington's school board approved a request for $58.2 million to operate the schools in fiscal 1959—a record budget for the desegregated system.

FLORIDA—The Fifth Circuit Court reversed a district court which had ordered dismissal of a school entry suit against segregated Dade (Miami) County. Meanwhile, the same district court dismissed a suit challenging Florida's 1956 pupil placement law.

GEORGIA — Two Georgia gubernatorial candidates were debating the degree of segregation which each espoused. The Georgia Education Commission got a go-ahead on a $376,000 campaign for a nationwide defense of the state's segregation policy.

KENTUCKY—Both Louisville and its county, Jefferson, said there would be no integration of faculties in desegregated schools for the time being.

MARYLAND—A district court decision upholding Harford County's "selective integration" (screening of prospective Negro students) plan was under fire from the NAACP, which announced an appeal.

MISSOURI—A survey showed nine more school districts desegregated with six others planning a similar move in September.

NORTH CAROLINA—In the first projected desegregation in the Southeast, three Piedmont cities accepted 12 Negro pupils for enrollment in previously all-white schools under the state's Pupil Assignment Act.

OKLAHOMA—Tentative settlement in a Federal court case opened the state school for the deaf to Negro registrants.

TENNESSEE—Zones for first grade integration in the schools of Nashville this fall (under court order) were disclosed as opposition mounted.

TEXAS—Port Arthur, Galveston and other communities planning desegregation were held in check by a new state law which provided penalties (in particular, loss of state aid) for districts which desegregate without a popular vote.

VIRGINIA—The state's Pupil Placement Act was held unconstitutional by the Fourth Circuit Court in a ruling affirming a lower court decision. Desegregation orders against Norfolk, Newport News and Charlottesville were stayed pending a U. S. Supreme Court ruling, but a district court ordered Arlington County to begin desegrega-

WEST VIRGINIA—School superintendents predicted no trouble at school opening time this year in two districts where there had been flare-up previously.
tion in September.

An Association And The Natural Law

Weekly Sat 1-19-57 New Orleans La

(Excerpts from "The Yardstick, Catholic Tests of a Social Order" by Msgr. George G. Higgins, Director, Social Action Dept., N.C.W.C.)

"Ever since May 17, 1954, when the Supreme Court of the United States unanimously ruled against segregation in our public schools, the National Association for the Advancement of Colored People has been under severe attack in several of the southern states. This is very unfortunate, but not of course, surprising, for the N.A.A.C.P., to its great credit, probably did more than any other single organization to prepare the way for that historic decision.

"Be that as it may, the time has come for law-abiding citizens of the United States—whatever their personal opinion of the N.A.A.C.P.—to rally to its defense in those states where its very right to existence as an organization is being challenged not merely by private individuals but by the government itself. The involvement of the government of some of the southern states in the campaign against the Association cannot be ignored or taken lightly. One does not have to be a supporter or an admirer of the N.A.A.C.P. to recognize that those states which are trying to outlaw the organization by administrative ruling or by legislative principles are clearly violating one of the most fundamental principles of the natural law in the field of political action. That principle is the freedom of association which is given to men not by government but by the very law of nature itself and which may not legitimately be taken away from them by government.

"In the words of Pope Leo XIII, 'Although private societies exist within the State and are, as it were, so many parts of it, still it is not within the authority of the State universally and per se to forbid them to exist as such. For man is permitted by a right of nature to form private societies; the State, on the other hand, has been instituted to protect and not to destroy natural rights, and if it should forbid its citizens to enter into associations, it would clearly do something contradictory to itself because both the State itself and private associations are begotten of one and the same principle, namely, that men are by nature inclined to associate.'

". . . We are not talking for the moment about the wisdom or the prudence or the timing of N.A.A.C.P.'s strategy in the struggle against segregation. We are talking about its very right to exist as an autonomous organization in a free society. There is no law which says that any individual or any government has to agree with the strategy of N.A.A.C.P. But there is a law—the very law of nature itself—which states imperiously that no power on earth has the right to legislate a voluntary organization in question is professedly seeking an objective which is clearly at variance with good morals, with justice, or with the welfare of the State.

"It need hardly be pointed out that Leo XIII and his successors would not concede that N.A.A.C.P. is such an organization. On the contrary, N.A.A.C.P. is professedly seeking an objective which is in complete harmony with Christian social teaching as interpreted by Leo and his successors —namely, equal rights for colored people in the civic and political order."

Trend Toward Integration Seen Despite Disturbances

Weekly Sat 1-12-57 New Orleans, La

Although the South's reaction toward the Supreme Court's decision on school segregation has been mixed in the South and border states, the basic trend toward integration which has been evident for some years has undoubtedly been speeded by the decision. Such is the major conclusion of a survey of recent developments on the segregation front by Harold Fleming and John Constable of the Southern Regional Council published today as a 25-cent pamphlet by the Public Affairs Committee, 22 E. 38th St., New York City under the title of WHAT'S HAPPENING IN SCHOOL INTEGRATION?

"The Supreme Court's school decision set the stage in law for a major revision of racial practices in this country," Messers Fleming and Constable write. "Yet, for all of its far-reaching implications, the decision was not an abrupt departure from current trends. In the years immediately preceding the decision, segregation had been steadily crumbling."

"Through court action, Southern Negroes had won the right to cast their ballots in the all-important Democratic primaries, to serve on juries, to enroll in the graduate schools of stuate universities, and to ride unsegregated on interstate trains. Whites and Negroes in the armed forces had served side by side for several years, many of them at Southern military posts."

"Not all of the Negro's advances were the result of court rulings or Executive Orders," the authors point out. "Many private and church-related colleges in the South had voluntarily opened their doors to Negro students. Professional associations had begun accepting into membership Negro doctors, nurses, lawyers, and ministers. Sixty-odd Southern cities had opened the doors of their main public libraries."

"The trend toward integration is the result of various forces," Fleming and Constable explain. They include "the war-inspired concern for minority rights which has been enhanced by a growing awareness of the effect of our racial policies on world opinion; action by Negroes themselves, human relations agencies, church and civic groups, enlightened school administrators and public officials; and the growing realization that it is often cheaper to integrate than to provide new or improved facilities."

Thus, "the school decision did no mark a sudden change of direction," they add. "But the decision did extend the principle of equal citizenship farther than ever before...It challenged a way in the South traditionally based on subordination of the Negro."

The pamphlet reviews in some detail the differing reactions in four main areas of the South and border states. Five states and the District of Columbia have undertaken school integration as a matter of official policy. Four states--Arkansas, Delaware, Tenn., and Texas -- have been divided in differing areas within their boundaries in their policies. Florida, North Carolina, and Virginia have shown a stiffening resistance to desegregation. The remaining five states of the deep South or "black-belt" -- where Negro population tends to run the highest—have committed themselves to a last-ditch defense of segregation. It is in these states that the Citizens' Councils and the Klan have flourished more or less openly.

The Supreme Court's decision was also found to have encouraged the trend toward desegregation in Northern schools as well as in housing and employment in the North. The continued existence of vast areas of segregated housing was cited, however, as a persistent and difficult problem.

WHAT'S HAPPENING IN SCHOOL INTEGRATION? is the 244th in the Public Affairs Pamphlet series which is now in its 21st year. The series has included many other distinguished titles covering social and economic problems, family relations, health and intergroup relations.

Alabama's Assignment Law And The Virginia Ruling

The ruling of a Virginia federal judge, U. S. District Judge Walter E. Hoffman, that Virginia's pupil placement law is "unconstitutional on its face" casts a cloud over a similar law in Alabama—the pupil assignment law.

Alabama's law, the first major legislative effort to thwart forceful integration in state public schools, grants to local boards of education broad powers for assigning pupils to schools after consideration of a variety of factors, including intellectual capacity of the child, social background, the possible psychological effects on him and other children, etc.

Although openly proposed as a way of defeating the Supreme Court's race-mixing order, the Alabama law makes no mention of race as a basis for assignment.

We have no legal understanding of the fine points of similarity between the Virginia and Alabama laws, but they seem basically the same. Judge Hoffman, considering the legislative intent behind the Virginia act said: "The pattern is plain. The legislature has adopted procedures to defeat" the Supreme Court decision.

Should the Hoffman ruling be upheld, Alabama's counterpart would seem mortally wounded. Still untested of course is the state's "freedom of choice" amendment and act, but if legislative intent is to be the basis for invalidation, this measure too would seem in doubt. The Alabama legislature which convenes in May would seem to have its work cut out, plugging the holes.

Ike's School Construction Bill Is Similar to Powell Measure

WASHINGTON—(ANP)—President Eisenhower is expected to appear before Congress again sometime during the week following inauguration to bring a special message on school construction.

Immediately following this message Senator H. Alexander Smith, Republican of New Jersey, said he would introduce a school construction bill.

Since his bill expects to carry out the Administration's proposals, the president made his appeal to Congress.

In the meantime, Congressman Adam Clayton Powell has already introduced a school construction bill in the House of Representatives. The Powell bill carries out the Administration's program but also includes a anti-discrimination section similar to the Powell amendment introduced in the last congress.

Powell's bill called "School Construction Assistance Act of 1957" calls for the "authorization of Federal assistance to the States and local communities in financing an expanded program of school construction so as to eliminate the national hertage of classrooms."

He proposes that the Federal government apropriate up to $1 billion per year for five fiscal years beginning July 1, 1958, to state educational agencies for the construction of schools.

One of the several provisions making states eligible for this aid would be compliance "with orders of courts of the United tates which are designed in whole or in part, to insure that the school facilities of such agency are open to all children without regard to race."

Powell said he did not think the President could oppose this proposal. It is no longer an "extraneous" amendment but a part of the bill.

Powell's bill further proposes that all laborers or mechanics employed to construct school projects must have adequate assurance that they will be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the ecretary of Labor in accordance to the minimum wage rate. And that such workers be paid time-and-a half for all overtime. This voluminous 35-page measure has been referred to the House Committee on Education and Labor of which Powell is a member.

Four cities ordered to mix schools

BALTIMORE

School boards in four cities were ordered last week to open their schools to all children on an integrated basis and two other similar cases are under study by judges, a survey reveals.

They are:

* * *

EARLSBORO, OKLA.—Three of the four children from two families began classes without incident at the Earlsboro High School here where integration was ordered by a Federal judge.

The three children of Coyle Permetter, are John E., Betty and Coyle L. Permetter, entered the formerly allwhite school but C. J. Smith, superintendent, said the fourth, Francis J. Carr, had not yet enrolled.

Mr. Smith, who discussed class schedules with the children, said it was possible that two of them who are seniors may be graduated at the end of the current school term.

* * *

THE CHILDREN were attending classes for the first time since last September when their parents refused to send them to the segregated Shawnee Dunbar High School in another district.

The parents won an injunction hearing in Oklahoma City last week in which U.S. District Court Judge W. R. Wallace ordered Earlsboro High not to interfere with the enrollment of the four children.

The local school board had pleaded with the court to give it more time to prepare for increased classes that board members contended would result from immediate integration in the school.

The board noted that it had scheduled full integration at Earlsboro during the coming fall term.

* * *

OWENSBORO, Ky. — The Webster County Board of Education formally notified the U.S. District Court that it would end segregation in all of its schools next September.

That announcement came in answer to a suit filed by James A. Crumlin, NAACP attorney, after racial trouble flared in Webster and Union Counties last fall. The Union County suit is still pending.

Previously the Webster County board had told the court it would "open all of its schools to all students regardless of color or race on a voluntary basis," and asked that Crumlin's complaint be dismissed.

Judge Henry L. Brooks, who heard the case, ordered the board to have a desegregation plan ready when the February term of court opened here. The board got its plan before the court ahead of time.

* * *

NASHVILLE, Tenn. — Federal Court Judge William E. Miller last week approved a plan for integration beginning with the first grade next September but ordered the school board to submit by Dec. 31 definite plans for ending segregation in other grades.

The order came after Judge Miller had approved five points in the board's plans for gradual integration but disapproved the sixth which called for "further study" of the problem.

Of that point in the plans, Judge Miller said:

* * *

"IT IS MANIFEST that paragraph six makes the plan submitted partial and incomplete and that it is in effect simply a proposal for indefinite postponement of further desegregation, directly contrary to the mandate of the Supreme Court that full compliance with its ruling shall be accomplished with all deliberate speed."

Edward Hunt, school board attorney, said he would advise the board to submit a complete schedule for desegregation by the Dec. 31 deadline.

* * *

MIAMI, Fla. — Because no question of constitutionality is involved, Chief Judge Joseph B. Hutcheson of the Fifth Circuit Court of Appeals at New Orleans has decided he will rule on the test case of Florida's pupil assignment law.

Judge Emmett Choate of the Federal District Court here had ruled recently that a three-judge panel would be required in accordance with Federal rules dealing with constitutionality of laws.

After talking with Judge Hutcheson, however, Judge Choate said Hutcheson's feeling was that the Supreme Court's school segregation deciion and a subsequent decision on a law similar to Florida's were sufficient precedent for one judge to try the case.

The law has been challenged by William Holland, attorney, who contends that the Palm Beach County School Board set up an attendance area along racial lines to segregate the races in the schools.

* * *

HOUSTON, Texas—A Federal judge here has reportedly told local school officials to present a definite integration plan by May or face an injunction forcing admission of colored children to white schools.

Judge Ben C. Connally met with attorneys in closed conference last week after conducting a hearing on a temporary injunction suit brought by parents of two colored children who sought unsuccessfully to enroll last fall.

The hearing was completed but Judge Connally made no immediate ruilng. He gave attorneys a week in which to submit briefs.

The judge reportedly agreed to hear the case on its merits in May or June after attorneys for the children agreed to withdraw their petition for a temporarv injunction.

* * *

RICHMOND, Va. — The Supreme Court's school desegregation ruling must be enforced, Federal Judge Sterilng Hutcheson told Prince Edward County officials Wednesday.

In a lengthy 33-page opinion, Judge Hutcheson granted the Prince Edward school officials additional time to comply with the court order to desegregate their schools but emphasized that comply they must.

He overruled a motion by defense attorneys that an NAACP petition for further relief be dismissed, retained jurisdiction over the case and told NAACP lawyers they could come back to court after "a reasonable time" had been given defendants to comply.

* * *

ALSO IN Nashville, Tenn., the State Legislature gave final approval last week to Gov. Frank G. Clement's program for dealing with the segregation problem in the state's public schools.

The governor was expected to sign the five bills into law Friday. The bills empower local school boards to deal with the segregation problem in their own way and do not prohibit integration by desire or court order.

A pupil assignment law authorizing local boards to assign individual pupils to the schools they are to attend is the key measure in the five-bill package.

Brownell Backs School Rulings

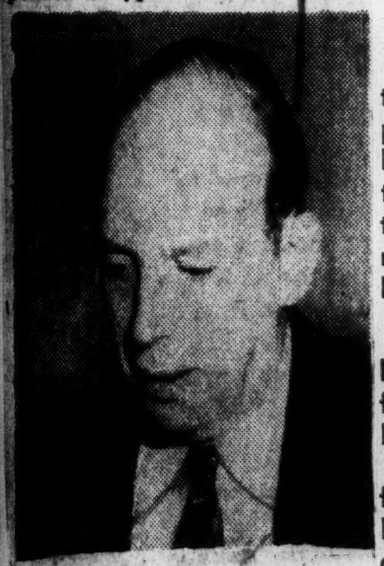
Defender Lt. 4-20-57

Chicago Ill.

NEW YORK + (INS) — Attorney General Herbert Brownell, Jr. said Sunday night he believes the Supreme court's school desegregation decision "will stand the test of time."

Brownell defended the high court ruling in an address prepared for delivery at a Columbia law review dinner.

He said that "in a great many communities, where racial segregation in public schools had been the accepted custom for many years the people have already responded as typical Americans and are following the court's decision."



HERBERT BROWNELL.

The attorney general added that the judicial branch is "not above criticism," and pointed out that "it not only tolerates but thrives on its own dissents."

But criticism, he contended, should be "fair, responsible and informed if it is to be respected."

He declared: "Anyone wh tears the court down does as much harm as tearing down the congress, the executive branch and for that matter, all government as well. Any attempt to wantonly discredit the court is a disservice to freedom itself."

The attorney general reviewed the high court's history and recalled several previous occasions when it came under fire from segments of the American people.

But he likened it to the umpire at a baseball game who, when he "calls a close one," is "panned" by one or the other team and by the fans no matter how right his decision may be.

He concluded: "The independence of the Supreme court will be secure only so long as it is sustained by the confidence of the public and the bar. And so long as the Supreme court is independent, the people may be assured of equal justice under law."

After Three Fateful Years

Daily World Fri. 5-17-57

May 17th inures to those epochal dates so significant in history. For ages they will pause in thanksgiving and ponder in peace — at what happened on that auspicious occasion, the handing down of the Supreme Court decision outlawing segregation at the public school level. This one stroke, while in the direction of correcting an evil perpetrated upon the children of the nation, stroked the whole organism of segregation wherever it habits.

Atlanta, Ga. P. 4

Since that epochal date, May 17th, 1954, segregation has had many a hard blow. All across the deep South its vanishing form may be seen, shadow boxing list ditch struggles for its breath.

In the crusading aftermath, the struggles of those who have fought in the courts for recognition at the college and graduate level and those who attacked successfully segregation on buses, centers of recreation and other common carriers have made important American history.

After the first three years, however, the cause for which the decision primarily sought to remedy has had the least compli- was first tackled. Provisions for the turning over of the schools question have attempted compliance. Others have bordered on defiance and have gone on record as passing laws meant for circumventing the decision of the court.

In Alabama, Georgia, South and North Carolina, Florida and Virginia we encounter the same situation as when the practice was first tackled. Provisions for the turning voer of the schools to private interest are among the resorts of some of the states not complying with the order of the court. Just how far and how long such a situation will obtain is anybody's guess — with one as good as the other.

At the college level and graduate level, Alabama and Georgia have been able to beat off so far any integration of students.

Anyway May 17th has already become a great feast day, pilgrimages and what not are underway in a program of mass celebration and as time marches on the day will take on greater significance. It will long be remembered and with the yellow pages of the chapter of "separate but equal" stiffening into tombstones, we are definitely on the forward march.

Integration Trend Seen In Schools

Social peace cannot be achieved in the United States until the structure of compulsory segregation by force of law is demolished, two Tulane University sociologists said here.

"The obvious national trend is toward integration of the public schools," Dr. Forrest LaViolette told the Southern Sociological Society. "In some areas, however, it is a local matter, depending upon local handling of the situation—it cannot be measured in a definite period of time."

TULANE

LaViolette read a paper on "Educational Segregation and Integration in the South" which he prepared in cooperation with Dr. John Fenton. Both are on the faculty of the department of sociology at Tulane in New Orleans.

"Current movements toward integration are the natural continuation of a process of sociological change," LaViolette said. "The Negro has been integrated geographically, politically and socio-economically into the national community. Segregation is no longer a natural social order as it was in 1896."

LaViolette and Fenton attributed the changed conditions to four major factors: the rural-urban and South-North shift of the Negro population; the depression; the requirements of national defense for economic and organizational efficiency in an era of great wars; and the increased Negro participation in the political process.

"ON OR OFF"

"Educational integration is a major social movement, and one can not turn such movements on or off," said LaViolette. "It is a part of the process by which we achieve consensus, and history in this case is the chronology of the conflict in attempting to achieve it."

Earlier delegates to the meeting elected Dr. C. Horace Hamilton of North Carolina State College president for 1957-58.

Other officers chosen included: Dr. William E. Noland, University of North Carolina, and Dr. William L. Kold, Tulane, vice presidents; and Dr. Selz C. Mayo, North Carolina State, secretary-treasurer.

South Urged To Avoid North Error

CHARLOTTESVILLE, Va., April 12 (AP)—Gov. Theodore R. McKeldin of Maryland said today the South "must do now what the North failed to do nearly a hundred years ago . . . It must be governed by reason, not by emotion."

McKeldin told a meeting of the University of Virginia's Delta Theta Pi law fraternity that in the furor over the Supreme Court's school desegregation decision, "we are now paying the penalty of a mistake that was made 90 years ago. The reconstruction policy pushed through Congress by the radical element in 1867 went too far and too fast."

McKeldin suggested the South could aid its financial position by offering the Negro adequate rewards fr high achievement.

He said the South's low production rate is due to the fact that "about 30 per cent of its labor force has never developed the skill and energy required for high production. This is the Negro minority that to this day is not capable of adding value to raw material as rapidly as the average labor force in other regions."

The Gallup Poll

Desegregation Sentiment Rising

By George Gallup

Director, American Institute of Public Opinion

PRINCETON, N. J.—The number of Americans who approve of the Supreme Court's decision on segregation has increased in the last year.

Sixty-three per cent of all adults in a Nation-wide survey by the Institute are in favor of the action taken by the Supreme Court nearly three years ago. Three adults in 10 oppose the measure.

Last February, 57 per cent of all adults in an Institute survey approved of the decision and 38 per cent disapproved.

Institute reporters in all parts of the country put the following questions to adults from coast to coast:

"The Supreme Court has ruled that racial segregation in the public schools is illegal. This means that all children, no matter what their race, must be allowed to go to the same schools. Do you approve or disapprove of this decision"?

Here is the trend of the vote since the Court's decision in 1954:

	Approve	Disapprove	No Opin.
July, '54	54%	41%	5%
May, '55	56	38	6
Feb., '56	57	38	5
TODAY	63	31	6

The second question was asked only of those who approved of the Court's decision:

"Do you think integration—that is, bringing Negro and white children together in the school—should be brought about gradually, or do you think every means should be used to bring it about in the near future"?

Gradually	69%
Near future	26
No opinion	5

The third question, asked of everyone in the survey:

"Do you think the situation in the South between the races will get better or worse during the coming year"?

The vote of all adults:

Better	41%
Worse	35
No difference	11
Don't know	13

Here is the vote in the South today on the Supreme Court's decision and on the outlook for the race situation in the next year:

SOUTH ONLY

SUPREME COURT DECISION

Approve	27%
Disapprove	67
No opinion	6

SITUATION IN SOUTH DURING NEXT YEAR

Will get better	33%
Will get worse	46
No difference	10
Don't know	11

TEACHERS OPPOSE INTEGRATION PLAN

Score Proposed Transfers to Difficult Schools—City Asked to Delay Action

Strong opposition to the proposed transfer of teachers from "good" schools to difficult ones in underprivileged areas was voiced yesterday by the city's leading school organizations.

The teachers declared that any forced transfers would lower morale and would hurt the school system. Spokesmen for several of the teacher groups urged that the Board of Education delay any final action on this issue until a joint meeting between the teachers and school officials could be arranged.

Meanwhile, Dr. William Jansen, Superintendent of Schools, clarified the position of the board concerning the statement on integration that it issued on Monday.

This statement, Dr. Jansen pointed out, came from the executive committee of the Commission on Integration. The commission's co-chairmen are Charles H. Silver, board president, and Arthur Levitt, State Controller. All the nine members of the board also serve on the commission.

William J. O'Shea, Manhattan member, said the board was still considering the integration reports, and had not yet approved them. The board is scheduled to vote on the reports on zoning and on teacher placement on Thursday at its regular meeting. At that time it is expected that the reports, together with the integration statement, will be officially adopted.

Assignment Plan Opposed

Opposition to the teacher assignment portion of the integration reports came yesterday from the High School Teachers Association, the Teachers Guild and the Joint Committee of Teachers Organizations.

"If conditions in the difficult schools are brought up to standard," said the New York Teachers Guild, A. F. L.-C. I. O., "teachers would be more than willing to meet the educational challenge."

The joint committee, representing a majority of the school groups here, urged the Board of Education to postpone any action on the integration reports. It asked that the board arrange a series of public hearings to consider the issues raised.

The High School Teachers Association said that if the board improved the "difficult" schools, more teachers would volunteer to serve in them. It urged that schools in underprivileged areas get more guidance counselors, better supervision, and a smaller teacher-pupil ratio.

The Teachers Union, independent, asked the board to pledge to implement the commission's recommendations for improved school and teaching conditions. Such a pledge, the union said, would bring enough volunteers to the difficult schools and make forced transfers unnecessary.

COURT RACIAL EDICT HIT BY ILLINOISAN

Flagrant Infringement Says Representative

From The Commercial Appeal Washington Bureau

WASHINGTON, Jan. 14.—An Illinois Republican Monday cited the Supreme Court's school and bus desegregation decisions in assailing the tribunal for "flagrant infringement" on the Constitutional rights of states.

Representative Noah M. Mason (R., Ill.) stirred a round of concurring remarks from Southern Democrats as he attacked recent Supreme Court decisions.

"Certainly it was never intended that the Constitution should be amended by so-called liberal interpretations or by liberal court decisions," Mr. Mason said.

"Amendment by evasion or subterfuge has become all too common practice by today's Supreme Court."

Among Southerners praising the speech was Representative James C. Davis (D., Ga.), who headed a recent subcommittee investigation of the District of Columbia's integrated school system. He called the Republican's remarks "learned, clear and statesmanlike."

Integration Expands

Integration is beginning to peacefully function in many sections of the deep South. A delaying method of pupil placement, adopted already by six states, has been declared unconstitutional in Virginia by a federal court when this attempted circumvention of the law was called to the attentionof an inferior unit of the judiciary.

Even Sturgis and Clay, Kentucky, where trouble broke out last fall, requiring the presence of the national guard, have filed statements of desegregation plans for the next school term, all of which is evidence that the South is about to relieve itself of labor pains as it gives birth to a new social order.

Some idea of how southern politicians are beginning to resign themselves to the new order can be gotten from the inaugural address of Governor Leroy Collins, way down in Florida, who told the assembled solons, when he addressed them, that "Integration is inevitable as a matter of law." In Oklahoma, Governor Raymond Gary, considered one of the most liberal chief executives in the South on the integration question, has asked the legislature now in session to integrate the boys and girls training schools. It is quite evident that the legislature is planning to follow Gary's instructions. We are sure that in the last analysis the state will do the same thing with institutions for the insane, now scattered in many sections of the state. The governor pointed out last week in his discussion of the merging of the eelemosinary institutions that there would be a great saving to the taxpayers in the consolidation of the white and colored institutions. The Black Dispatch is sure the same argument can be logically presented regarding the merging of the white and Negro institutions for the insane of the state.

Prior to the administration of William H. Murray, insane Negroes were incarcerated with the whites at Norman, but Murray, the father of separate institutions in Oklahoma, insisted that a separate home be built for the Negro insane at Taft, where they have been placed for many years.

One astounding development occurred down in Mississippi, when Governor Coleman reported that a special session planned to discuss the segregation-desegregation question, would be called. It is not know what caused Governor Coleman to change his plans but the general concensus of opinion is that some radical change in Mississippi's policies is about to be announced.

South Carolina's three-judge federal court split up over the discussion that has arisen in that state about the Americanism of the NAACP. One judge announced, "The fact the organization may render itself unpopular with a majority of the community is no reason why the majority may enact laws denying the NAACP the fundamental rights of constitutional liberty." The other two judges took opposite views.

Oklahoma has a situation existing at the present time at Sulphur, where the state school for the handicapped refuses to admit a Negro child. This matter now is being ironed out by state educational officials and the NAACP. It is thought that the Negro child will be enrolled at Sulphur within the next thirty days.

The bright picture reflected about integration at the beginning of 1957 shows that the new program of living in the southern Section of the United States is actually working. That which it has been argued could not be done, in most places is a reality. Much of the difficulty arises more from the timidity of Negro than it does from the aggression of whites. The truth is at the moment whites seem to be far more ready for integration than the blacks.

In this connection one might quote the expression of Wendell Phillips, the old abolitionist, who in hours of despondency used to exclaim, "The most difficult person to convince he should be free is the slave himself." There are evidences that at long last the Negro is awakening to the newer opportunities integration is presenting. Two Negro teachers wrote the Black Dispatch recently asking for information about employment in West Africa. Others are going North and West, and gradually it is beginning to dawn upon black intelligentsia that out of the more than 3,000 gainful occupations to be found in modern civilization, the black man who has hitherto been victimized by second-class citizenship, has only embraced or tried to fiet into three of them—farming, custodial or domestic work, and the professions. Government graphs show that more than 80 per cent of the Negroes, up to 1940, were in the first two classifications, farming and domestic work. The new freedom throws open to Negroes all of the unlimited, higher paid areas, where formerly he has not attempted to occupy.

Gallup Poll—

Southern View On Segregation Has Eased Some

By GEORGE GALLUP
Director, American Institute of Public Opinion

PRINCETON, N. J., May 16.—Three years ago Saturday, the United States Supreme Court handed down its historic decision that segregation of the races in the public schools violates the Constitution.

In the 35 states of the North, initial reaction to the May 17, 1954 decision was one of approval. That approval has steadily grown in the last three years.

In the South, firm opposition to the decision has always been found. Although the number who disagree with the decision has lessened in the last 36 months, there is still a substantial majority in the South who oppose the school ruling.

When the views of both Northerners and Southerners are added up, 63 per cent of all Americans favor the decision, 31 per cent are against it, and 6 per cent have no opinion.

But in the latest survey, many Southerners concede that if they lived in the North they might not favor segregation.

Likewise, many in the North say they think they might favor segregation if they resided in the South.

The latest figures on the school ruling—reported earlier this year—show the following split in opinion between North and South:

"The United States Supreme Court has ruled that racial segregation in the public schools is illegal. This means that all children, no matter what their race, must be allowed to go to the same schools. Do you approve or disapprove of this decision?"

	Today	1954
THE NORTH		
Approve	74%	65%
Disapprove	19	30
No Opinion	7	5
THE SOUTH		
Approve	27%	24%
Disapprove	67	71
No Opinion	6	5

When Southerners were asked how they would feel about segregation if they lived in the North, and Northerners if they lived in the South, the results were as follows:

SOUTHERNERS If Lived in North	
Would favor segregation	45%
Would not favor it	43
No Oponion	12
NORTHERNERS If Lived in South	
Would favor segregation	37%
Would not favor it	50
No Opinion	13

Interesting enough, when the Institute conducted the survey to determine initial reaction to the Supreme Court decision three years ago, it found Northern white people—who approved of the ruling in principle—had some misgivings about a practical working out of the ruling under the conditions that many Southern communities face.

North Was Divided

That is, Northern whites were fairly evenly divided on the question of sending their children to a school where the majority of pupils were Negroes—with the balance slightly on the side of having no objections to such a situation.

In all of the South, roughly one-third of the population is Negro. But in some counties, particularly in the Deep South states like Mississippi, Alabama, Georgia and South Carolina, a majority of the population is Negro.

A special study of the segregation problem in the South a little over a year ago showed that the degree of opposition to the Supreme Court's ruling is directly related to the size of the Negro population within each of the 13 Southern states.

'Gradualism' Favored

In studies since the historic decision, the Institute has found that even those adults who approve of the principle of non-segregation adopt the attitude of "gradualism" when it comes to putting integration into effect.

Approximately seven out of 10 persons who approve of the Supreme Court ruling in the most recent Institute measurement feel that it is better to make a gradual approach to ending segregation than it is to try and adopt it in the near future.

Southern Governors, Integration Foes, Hear Ike Monday

BY WILLIAM THEIS

WILLIAMSBURG, Va. (INS))—Two Southern State Governors declared Saturday that opposition in the South to School integration is as strong as ever- if anything, it has increased.

In the Vanguard of State Executives arriving for the 49th annual Governors' conference, Gov. Thomas B. Stanley of Virginia and Gov. G. B. Timmerman of South Carolina gave their appraisal of the integration outlook in separate interviews.

Education will be one of the first round-table subjects of discussion at this four-day conference which Stanley will preside over as outgoing chairman of the Governors' organization.

But the Virginian said he does not believe racial integration will come up in the education review, which is designed to cover primarily the idea of using school classrooms on a 12-month basis.

Against integration—

News P. 17-a

Peaceful defense is still the South's strategy

Sun. 5-12-57

BY ROGER GREENE, Associated Press Newsfeatures writer

On May 17, 1954, the United States Supreme Court handed down its historic decision ordering the states to end racial discrimination in the nation's public schools with "all deliberate speed."

Now, three years later, the emphasis falls heavily on the word "deliberate" — meaning "slow in action . . . unhurried" — with little evidence of "speed" in most of the critical areas.

A survey shows the Deep South is still fighting doggedly to maintain segregation as part of what Dixie spokesmen call the traditional "Southern way of life."

Almost without exception, Southern legislatures have passed measures such as Alabama's and Virginia's "pupil assignment" laws designed to sidestep school desegregation in open defiance of the Supreme Court decree.

Several states, notably Georgia, Mississippi, North Carolina and South Carolina, have threatened to abolish public schools if the situation becomes "intolerable."

Legal assault

IN ONE FORM OR another, that has been the pattern throughout the South as sporadic outbursts of mob violence have generally subsided and Southern lawmakers have erected formidable legal obstacles to defeat the high court's mandate by peaceful defense rather than by frontal assault.

By contrast, there has been considerable progress toward desegregation in the so-called "border states" on the fringe of the South. And it is here that some authorities see the beginning of a long-range trend which they believe will eventually spread to the Deep South.

As viewed by these experts, the desegregation process will be like throwing stones into a lake, with the first splashes developing in the border states and the ripples gradually reaching out father and farther into the heart of Dixie itself.

Latest figures show there are now 674 school districts in Southern or border states where desegregation is either under way or completed, leaving about 3000 districts still segregated.

At first glance, the figures appear to indicate marked progress in the last three years, with more than one-sixth of the 3674 districts reported striving, with varied degrees of intensity, to obey the high tribunal's mandate. But the other five-sixths unquestionably represent a much tougher nut to crack.

Brief rundown

HERE, IN BRIEF, is a rundown on key states in the controversy, with indications as to the degree of progress toward desegregation in each and the state's official attitude:

ALABAMA — No progress; pro-segregation.

ARKANSAS — Small but growing progress; mild to strong prosegregation. Out of total public school enrollment of 420,000, about 1900 whites and 34 Negroes are in "integrated situations." Little Rock is scheduled to desegregate this year. Negroes are enrolled at all state colleges.

DELAWARE —Considerable progress; pro-integration at state level, generally leaning toward segregation at local level. About 22,751 whites and Negroes are attending integrated schools out of the state's total school enrollment of 63,954.

DISTRICT OF COLUMBIA —Complete integration. White student enrollment dropped by 4,011 between October 1955 and October 1956, while Negro enrollment jumped 4,846. Steady white exodus to suburbs may account for part of drop in white enrollment. Negroes account for 68 per cent of district's total school enrollment.

FLORIDA — No progress; moderate to strong pro-segregation.

GEORGIA — No progress; strongly pro-segregation.

KENTUCKY — Considerable progress; pro-integration. Public has generally accepted desegregation, but outbreaks of mob action in Clay and Sturgis brought out National Guard. Louisville has desegregated its schools. Weaverton and Henderson schools were boycotted in protest against desegregation.

LOUISIANA—No progress at elementary or secondary levels of public schools, but parochial (Catholic) schools have announced they will desegregate gradually. Official state attitude is strongly pro-segregation. Four of seven state-supported colleges have accepted Negores as a result of court action. Four of nine private colleges accept Negroes.

In Maryland

MARYLAND —Considerable progress; strongly pro-integration. Thirteen of the state's 23 school districts plus Baltimore city have desegregated in practice but not all schools are mixed. Negro teachers average $4358 a year salary, white teachers $3912. More than one-fourth of students are Negroes

MISSISSIPPI—No progress strongly pro-segregation. Total white students 275,722, Negroes 268,216.

MISSOURI — Considerable progress; pro - integration. About 59,000 of the state's 67,-000 Negro students are in "integrated situations." Only four high schools remain segregated. All 15 state-supported colleges now admit Negroes. Some Negro teachers are teaching mixed and predominantly white classes.

NORTH CAROLINA — No progress except at college level; pro - segregation. Three units of consolidated University of North Carolina have Negro students under 1955 court order.

OKLAHOMA—Considerable progress; generally pro-integration. Of the state's 261 school districts having Negroes, 195 have begun to desegregate, but in 12 of these districts no Negroes have moved into all-white schools. All 18 state-supported colleges accept Negroes.

SOUTH CAROLINA — No progress; strongly pro-segregation.

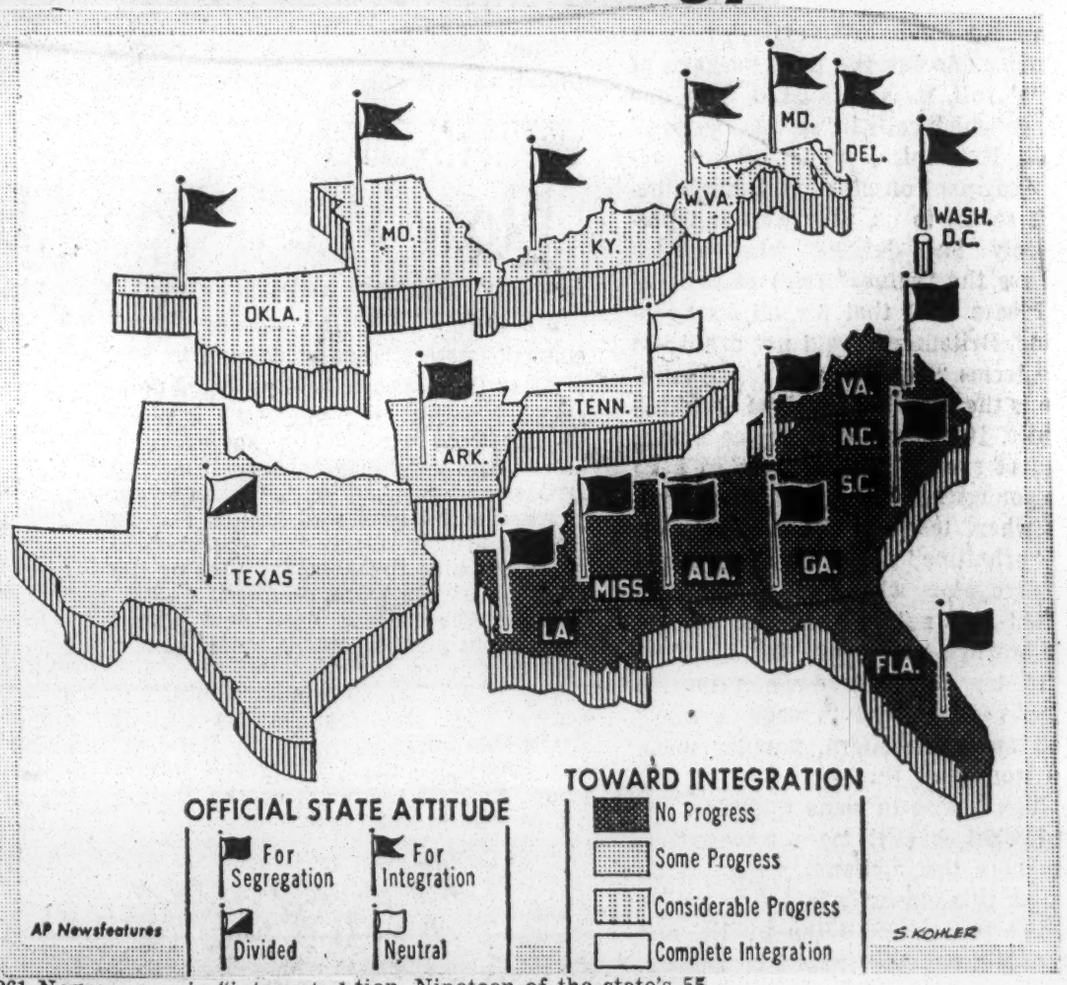
'Neutral' attitude

TENNESSEE — Slight progress; official attitude is neutral. About 8870 whites and 261 Negroes are in "integrated situations" out of total of 627,-781 whites and 128,165 Negro students. Clinton High School, scene of racial violence, is only desegregated school in the state, Nashville has announced plans to desegregate.

TEXAS—Some progress; official attitude is divided. Out of the state's 1802 school districts, 104 have begun to desegregate. About 525,000 of the state's 1,691,790 white students and 25,000 of its 248,660 Negro students are in "integrated situations." Of 46 formerly all-white colleges, 19 now accept Negroes.

VIRGINIA—No progress at primary and secondary school levels; official attitude is "massive resistance" against desegregation. Four of 10 public-supported formerly all-white colleges now have a few Negroes on campus.

WEST VIRGINIA—Considerable progress; pro-integration. Nineteen of the state's 55 school districts are completely desegregated, others partially desegregated. Only three districts remain segregated.



After Three Years—

3,100 School Districts Still Segregated

Today is the third anniversary of the Supreme Court's ruling against segregation in public schools. The following review from Southern School News tells of what has been done since that time in the South.

On the eve of the third anniversary of the U. S. Supreme Court decision against public school segregation, Southern School News files showed that 685 school districts in nine states had begun or completed the desegregation process, while there had been no lower school desegregation in the eight remaining states of the 17 having statutory segregation in 1954.

Current school records list some 3700 school districts in the region as having both white and Negro pupils. Thus about 3100 districts remained segregated.

Meanwhile, legislatures in 11 states had adopted more than 130 pieces of pro-segregation legislation. During April, three of these legislatures were in session and were dealing with additional bills to preserve segregated schools under state laws. Among them, Florida had adopted a resolution of interposition.

Three states—Louisiana, North Carolina and Virginia—were implementing their school assignment, or pupil placement, laws in preparation for the 1957-58 school year. No apparent use had been made of similar recent legislation in Arkansas.

Nine additional school districts were reported to have desegregated in Missouri during the year, with nine more reported in April as planning this step next Fall. Most recent data showed 325,739 Negro pupils and 1,852,846 white pupils in "integrated situations"— mostly in the border states.

For the first time in several months few court decisions were reported. Little Rock, Ark., which plans to begin desegregation this Fall at the high school level, won a circuit court decision upholding its "gradual" plan. Louisiana federal judges invalidated two college segregation laws and enjoined four state colleges from barring enrollment of Negro graduate students. In a case outside the region but based on the May 17, 1954 U. S. Supreme Court decision, that court ruled against private school segregation where state agencies administer such schools.

A state-by-state summary of major developments follows:

Alabama

The Alabama legislature, convening this month, is expected to get a private school bill and a proposal to create a State Sovereignty Comission, in a flow of pro-segregation legislation which may run as high as 100 proposed new measures.

Arkansas

Little or no use of the state's new placement law was reported by state school officials who pointed out that the local districts are autonomous. Little Rock, which won a "good faith compliance" court test of its gradual desegregation, said it expected to go ahead with high school desegregation in the Fall.

Delaware

Questioning by a federal judge hearing a motion in a school-entry suit against six southern Delaware school boards was interpreted as indicating that the court will order desegregation.

District of Columbia

Asst. School Supt. Carl F. Hansen, author of Washington's "four-track" plan, told the education board that "unusual gains" under this diversified curriculum, growing out of desegregation, have been made since last Fall.

Florida

The legislature adopted a resolution of interposition, which was criticized by Gov. LeRoy Collins, and debated six bills designed to curb activities of organizations taking part in litigation on racial matters.

Georgia

The State Board of Regents tightened entrance regulations at the University of Georgia Law School, which a Negro graduate student has sought to enter, requiring character references from alumni and public officials in the applicant's home county.

Kentucky

Holding its last meeting before dissolution, the Kentucky (Negro) Teachers Association was told that 75 per cent of the state's Negro pupils are in districts which have begun or have completed the desegregation process.

Louisiana

U. S. district court invalidated two college segregation laws and enjoined four integrated colleges where the state sought to bar Negro enrollment. New Orleans began placement of elementary pupils on a segregated basis under a stay of a federal court order invalidating the pupil assignment law and ordering integration.

Maryland

U. S. district court in Maryland advised Harford County to work out a new plan for secondary school desegregation, calling the present gradual plan too slow and "too vague."

Mississippi

State laid plans to market its first general obligation bonds for a building program to equalize facilities in still-segregated schools.

Missouri

Nine additional school districts were reported to have desegregated during the year, with nine more reported planning the step next year.

North Carolina

The school board of Charlotte, North Carolina's largest city, told parents of Negro children that initiative for desegregating the schools rests with individuals and not the board. One board member told the group: "No door is closed. Our schools bear no signs saying 'No Admittance.'"

Oklahoma

Integration will be expanded in at least three school districts next year as the result of school board decisions during April.

South Carolina

The legislature, considering a number of new pro-segregation measures, repealed a bill prohibiting government employment to NAACP members—then under attack before before the U. S. Supreme Court—and enacted in its stead an employment procedure measure couched in more general terms.

Tennessee

Nashville, first of state's large cities to begin desegregation, said 3200 children (41 per cent of them Negroes) will be affected by a Fall first-grade desegregation plan approved by U. S. district court.

Texas

Bills delaying desegregation advanced in the legislature but faced the challenge of a filibuster. U. S. Supreme Court ruled against Wichita Falls in suit involving judicial review of school desegregation.

Virginia

A first challenge of the state's new pupil placement law arose in Fairfax County. Republican and Democratic political figures who may oppose one another for governor debated the segregation-desegregation issue.

West Virginia

With desegregation general, West Virginians were studying problem of employment for young Negroes who, after finishing school, reportedly are having difficulty finding jobs.

Charm Not Enough

During World War II, British Field Marshal Alan Brooke was to Churchill what Harry Hopkins was to Roosevelt.

That is why his new book, giving his closeup impression of wartime leaders, is so interesting.

Of General Eisenhower, he candidly writes that "tactics, strategy and command were not his strongest points. He had never commanded a battalion. His best quality was charm."

President Eisenhower's fireside discussion of the budget Tuesday night revealed that he still has that strong point, but also suffers from the same weakness.

It is unbelievable that a President could face the American public and be so charming, yet remain so unconvincing.

Mr. Eisenhower argues with considerable intensity that he cannot cut the budget.

But any small business man knows that it is always possible to make economies.

It's unfortunate, perhaps, that Mr. Eisenhower who has been on the public payroll all of his life, has never run a business. He then would have known that it is surprising how much you can do without if you lack money to buy.

Assuming the role of a beneficient fairy godfather, the President wants to give away $300 millions of the taxpayers' money to the states with no strings attached.

Here, certainly, is one area in which a saving can be made. The states have always managed to support their own schools. They will continue to do so if they know Uncle Santa isn't waiting with a money bag in his hand.

Mr. Eisenhower makes no sense whatsoever when he advocates taxing decent Americans in the 40 civilized states to finance the construction of unlawful segregated schools in the rebellious eight.

We say this is a shocking proposal.

In the face of the Supreme Court's clear decision, only a President woefully lacking in "tactics, strategy and command" would advance it.

Speaks on School Integration Since Historic Ruling

"There are very few people in his country today, white or black, who have not become seriously concerned about the school-segregation controversy and turmoil it has aroused. Most everyone is trying to find out just what is happening and what is at stake," spoke the Rev. Jesse Hawkins Friday night, May 17, at Corinthian Baptist Church.

The Rev. Mr. Hawkins addressed a prayer-for-freedom program which also observed the third anniversary of the historic supreme court's decision which outlawed racial segregation in the public schools.

The Interdenominational Ministerial Alliance was sponsor.

He said they told him by a group of unmasked white men. "this is what will happen if Negroes try to integrate schools."

Other Southern Schools Mixed With Little Fuss

By the Associated Press

As a Federal judge ordered school officials at Little Rock, Ark., to proceed with integration, Negroes began attending other schools in the South with little fuss.

In North Carolina, the focal point shifted from Greensboro to Charlotte. Five Negroes entered previously all-white schools at Greensboro Tuesday. Negroes planned to enroll in each of four white schools at Charlotte today.

One Negro is to enter a white school at Winston-Salem, N. C., Thursday.

Governor Luther Hodges said last night re voiced neither approved nor disapproved of the steps taken at Charlotte, Green steps taken at Charlotte, Greensboro and Winston-Salem. He said, however, that he is convinced "any substantial mixing of the races in our schools would result in the destruction of the public school system."

Hecklers Dispersed

Police dispersed about a dozen hecklers, mostly youths, who jeered the Negro students at Greensboro.

At Durham, the Board of Education unanimously rejected appeals by parents of nine Negro students for reassignment to the nearest non-segregated school in their area.

Seventeen Negro pupils were ready to begin integrated classes today at Sturgis, Ky. W. W. Waller, president of the Union County Citizens Council, said the council is prepared to boycott Sturgis High if Negroes are admitted. The Negroes weer enrolled yesterday while a boisetrous crowd of about 250 persons milled about outside. Beer cans were thrown toward the school, a few pebbles sailed through the air and firecrackers were set off.

A small crowd assembled at the Morganfield (Ky.) High School but no Negro students showed up. James Martin Van Leer, son of the NAACP chapter president at Madisonville, Ky., was the only Negro to register in Hopkins County's white schools.

A crowd also assembled at Clay, Ky., where National Guardsmen were needed to maintain order last year, but no Negroes applied for admission. The school principal said none was expected.

Negroes seeking to enter their children in white schools at Birmingham, Ala., say they will not attempt to enroll them now. Seven families contend that white schools are nearest their homes.

Hotels Opens Doors

At Clinton, Tenn., where violence accompanied integration last year, seven Negroes enrolled with about 800 white pupils.

A Negro at Houston, Tex., was turned away when he sought to register his 7-year-old daughter in a white elementary school a block from his home. He said the nearest Negro school is about 25 blocks distant.

Elsewhere on the integration front, four of the six leading hotels at Louisville, Ky., opened their doors for the first time to Negroes attending the National Baptist Convention, U. S. A., Inc.

A Negro told Birmingham, Ala., police he was severely beaten and sexually mutilated

Biracial Discrimination

The nation abounds in experts on the South. But though they profess to be the instrument of God, Freud and Myrdal, a fundamental fact about Southern education continues to elude them: that Negro children, like white children, are being denied equality of opportunity, compared with the rest of the nation, by the South's poverty.

The effects of this economic "discrimination," if you want to call it that, hits both races. The results, in terms of denied opportunity for good educations, are infinitely more grievous than could ever be the alleged psychological harm of segregation.

The South just hasn't enough money to spend on educating its children. True, we could do better than we have done. Here in Alabama, as has been amply demonstrated, local units of government have abdicated their school responsibilities. Even so, the tax potential of the South, because of the small per capita income, is poorest in the nation. In general Southerners pay a higher percentage of their per capita income for schools than taxpayers of other sections.

Illustrative of the hard problem facing Southern legislatures is the desperation displayed by the South Carolina legislature, a few days ago. The Senate finance committee surprised everyone by giving a favorable report to a bill which would abolish the 12th grade. The savings would be used to raise teachers' pay.

Men who voted for the bill were mindful that it would make South Carolina the only state in the nation with an 11-year program. But their action was an expression of frustration and desperation. The plain truth is that many students in Southern schools are getting much less than a 12-grade education now because of overcrowding, reduction in standards, migration of good teachers, etc.

The effects of this situation on Southern children—white and Negro alike—cannot be mentioned in the same sentence with the supposed effects of segregated classrooms.

THE TEST of a Southern gubernatorial candidate on school segregation, it seems to me, is not whether he is for it. No politician in office or search of office would stand against.

Many would support anything offered in segregation's name no matter how foolish. The gubernatorial test is making sense. It is a will to preserve state and local law and maintain school segregation at the same time.

KENNETH ADAMS, of Anniston, says Negroes can-too be scared. He tells how he has had to scare some. Of course they can, and can't we all.

But you can't win the case against integration by scaring them. You simply get them more sympathy and support. If there should ever come to be a real "reign of terror" in the South the Federal Government would have to do something—and we can't lick the Federal Government with guns, even though Mr. Adams thinks we can.

For one thing we would have to fight more than half our own people, including our state and local police. That is an important point overlooked by these silly "blood and guts" advocates who fancy themselves "men over boys."

Nation's School Enrollment Reaches 43,135,000 Peak

WASHINGTON — For the 13th consecutive year, the Nation's total school and college enrollment will increase in school year 1957-58, reaching a new all-time peak of approximately 43,135,000, Lawrence G. Derthick, U. S. Commissioner of Education, said Friday.

Dr. Derthick said the shortage of qualified teachers will be greater than last year.

Enrollment, the Commissioner said, will be about 1,769,000 higher than the previous record enrollment of 41,366,000 last school year. One of every four persons in the United States will attend school or college.

MILLION INCREASE

Public and private school enrollment in kindergarten through Grade 8 is expected to total about 30,670,000, nearly a million over last year's elementary school enrollment of 29,711,000.

High school (Grades 9 through 12) enrollment for 1957-58 is expected to be 8,424,000, a gain of 604,000 over last year's 7,820,000. For every 100 persons aged 14-17 years, 83 will be enrolled in high school. Ten years ago 14 in 100 were enrolled.

Colleges and universities will enroll about 206,000 more students during the coming academic year than they did in 1956-57 — 3,450,000 this year compared with 3,244,000 last year.

Colleges and universities with about 90 per cent of the total higher education enrollment have reported they expect to spend $3.6 billion on new facilities during the five-year period, 1956-60. This amount would be double the sum spent during the previous five years.

School Placement In Alabama And Virginia

Alabama's 1955 School Placement Act was not directly affected by the invalidation of Virginia's similar law by the U.S. Fourth Circuit Court of Appeals.

Senator Albert Boutwell of Birmingham has said Alabama's law is substantially different from Virginia's and is "entirely consistent with the opinion of the U.S. Supreme Court rendered in May of 1954."

However, though there are differences in the two laws, the assignment criteria are very similar—health, welfare, aptitude of the child, plus consideration of psychological and sociological factors, etc. Neither mentions race.

The Alabama law grants local boards of education power to assign pupils on the basis of these considerations. The Virginia law gives the power to special

Pupil Assignment Test Coming Up This Fall

By CHARLES WEST,
Associated Press Staff Writer.

North Carolina's pupil assignment law, which withstood a federal court test because it offered administrative relief, this fall gets that administrative relief test.

At least 126 Negroes have filed applications to attend white schools in at least five cities in the state.

The U. S. 4th Circuit Court of Appeals last Nov. 14 upheld the state law because, as chief judge John J. Parker explained later, the law does not preclude possible admission of a Negro student to a white school.

It was that very point which caused Virginia and Louisiana pupil assignment laws to fall. The circuit court knocked down the Virginia law because a companion statute barred spending of state money for operation of integrated schools. And the U. S. Supreme Court overturned the Louisiana law because it had a companion statute allowing "exercise of the state's police power" to enforce school segregation.

South Carolina legislators, alarmed at the circuit court's decision in the Virginia case, have asked Gov. George Bell Timmerman Jr. to call a special session of the Legislature. The Palmetto State has a fund cutoff provision similar to Virginia's in event of integrated schools. The Union County legislators who requested the special session want to expunge that statute.

The North Carolina law could be compared to a tunnel with a light peeping through the far end and the Virginia and Louisiana laws to a similar tunnel but with a door across the distant end.

Negro lawyers, however, contend there's a door at the end of the North Carolina tunnel, too, open now but ready to close should a student get that far. The pending applications could test their contention.

Sixty-six Old Fort Negro children last week renewed their four-year effort to attend the white school in Old Fort rather than the Negro school in Marion, a 20 to 25-mile daily round trip. They filed applications a few hours before the county board of education's deadline. Old Fort has no Negro school.

It was the Old Fort suit which drew the 4th Circuit Court's opinion on the school law. The Negroes' attorneys had appealed Federal Dist. Judge Wilson Warlick's decision that they had not exhausted the administrative relief provided in the law.

Subsequently, the Negroes appealed to the U. S. Supreme Court but the court refused to take up the case.

The pupil assignment law sets forth criteria, not including race, to guide local boards in assigning children to schools. The law provides for appeal of board decisions to the state courts.

"The county board has a technical right to send children where they please, but not on the basis of color," said attorney general Samuel H. Mitchell of Raleigh in announcing the Negros' renewed effort to enter white school. "It's being done in Old Fort on the basis of color."

maintain segregation — the differences between the Alabama and Virginia laws might be of no consequence in federal court.

The appellate court pointed to such legislative action as the Virginia Appropriation Act which provides that all state funds be withdrawn from areas where a Negro child is enrolled in a previously all-white school.

If the Alabama law had been at issue, the court could have found similar laws indicating the "fixed and definite policy" of the state to maintain segregation. To repeat, if this is all that must be proven to invalidate a pupil assignment law, it would seem Alabama's is at least beclouded.

Senator Boutwell said amendments to the law are now being studied. The committee so occupied would be well advised, it seems to us, to assume that the Virginia ruling is a definite threat to this state's law and begin plugging holes accordingly.

25 More Southern School Districts Desegregating

Daily World Sun. 8-4-57 Atlanta, Ga.

P1

NASHVILLE, Tenn. — A new state law has arrested planned desegregation in several Texas communities, Southern School News reported Saturday in its August issue, while in other areas of the southern and border states 25 more school districts have begun or announced desegregation.

Port Arthur, Galveston and other communities which had planned to desegregate their schools this fall have been informed by state authorities that they cannot do so except by a vote of the people or they will lose all state aid. More than 100 districts in Texas previously had desegregated and are not affected by the new state law.

Three of the 25 new districts which have begun or announced desegregation are in North Carolina. There, the populous Piedmont cities of Charlotte, Greensboro and Winston-Salem have accepted 12 Negro children for enrollment in previously all-white schools under the state's assignment law. This is the first integration "breakthrough" in the eight Southeastern and Deep South states where resistance to the U. S. Supreme Court decision of 1954 has been strongest.

3,660 DISTRICTS UNCHANGED

Other districts included five in Kentucky, two in Oklahoma and 15 in Missouri.

According to "Southern School News", this brings to 694 the number of districts already desegregated and to 712 the number desegregated or planning such a move in September. Some 3,000 districts remain segregated.

In key court decisions during July, the paper reported, the Fourth Circuit Court sustained a ruling against Virginia's pupil placement act, and the schools of Dallas, Texas were ordered to desegregate, but at no specific time. A suit against Florida's placement act was dismissed while the Fifth Circuit Court ruled against a lower court which dismissed a desegregation suit in Dade (Miami) County. A federal district judge in Delaware, in the first decision of its kind, ordered wholesale desegregation of segregated schools in the state.

The state of Mississippi reported difficulty in floating school bonds, as did the university system of Georgia, where the state auditor blamed the "segregation bugaboo." However Atlanta accepted low bids on bonds for 10 new schools, including seven for Negroes.

There Should Be a Way Out of the Mixed School Dilemma for Everybody on Some Voluntary Basis

Times-Union Jacksonville, Fla.

Sat. 9-7-57

By David Lawrence

WASHINGTON—Is there a way out of the "integration-segregation" controversy that would be acceptable to both sides?

This writer has been canvassing various persons familiar with the legal and educational aspects of the dispute about mixed schools and has solicited comments on the following plan:

1. Each community would have the right to offer to the citizens the opportunity to choose whichever schools they wished their children to attend.

2. The school board in each instance would provide a choice between three kinds of schools to be established in the community. One would be of the mixed category, another would be all-white, and a third would be all-Negro.

3. Wherever school facilities were inadequate for the plan, the same buildings but different sections or floors or different classrooms would be used temporarily. This type of separate facilities was used in New Jersey until recent years to meet the needs of an expanding population.

Under the foregoing plan, it would be necessary for each school board to wipe out residential requirements within a given city and to designate the schools to be attended on the basis of the applications to the three categories. Where certain students would find themselves attending schools many city blocks away from a given residence, the city could assist by furnishing free bus transportation.

The plan is essentially one of voluntary integration rather than forced integration. It gives the parents freedom of choice.

The question naturally arises whether any such plan is in accord with the decision of the Supreme Court of the United States rendered in 1954. This decision, however, did not require any integration. It merely forbade states to pass any laws that made segregation compulsory. It offered no objection to voluntary segregation or voluntary integration.

The point will be raised that a Negro pupil might wish to attend an all-white school or that a white pupil might wish to attend an all-Negro school. Would the local school board be acting lawfully in denying such applications? The answer that would be made on the legal side is that the state has a right to permit school boards to allocate pupils to any schools within their jurisdiction on the basis of the applications of their parents. But there would be no requirement that all applications must be granted, irrespective of facilities available or of the desires of parents that admission must be given to particular schools.

To put it another way, if a parent wants his child to go to a mixed or integrated school, this can be arranged, but a Negro parent who wishes to have his child in an all-Negro school will have the same rights as a white parent who wants to send his child to an all-white school. This is freedom of choice for the parents and does not make the school authorities a party to any discrimination in the legal sense.

Actually this plan is to a large extent in effect today in Louisville, Ky., where the applications of parents that their children be sent to all-white or all-Negro or mixed schools are granted or denied as a matter of convenience and not as a right.

In Louisville, the school authorities feel that, if facilities are not available and a parent's wish cannot be fulfilled, the student must go to the school assigned irrespective of whether it is mixed. They have not been confronted in Louisville as yet with any demand that Negro students be admitted to schools in areas that normally have an all-white attendance. The question of residence assists the local authorities in maintaining the existing composition of the schools, but the school board in Louisville recognizes it has not been given any legal power to remove residential requirements and assign pupils at will. Whatever it does at present in pupil assignment is merely an accommodation so far as it is practicable.

Some states are experimenting with pupil assignment plans and, where there is an obvious attempt to maintain only all-white and all-Negro schools, such devices will run into legal obstacles. The real question is what will be ruled legal when a school board actually provides a mixed or integrated school, an all-white school and an all-Negro school, and gives to the parents a freedom of choice.

It would take very little change in existing state laws to adopt a modification of the Louisville plan so that parents of those who want mixed schools will be satisfied and those who want separate schools will also be satisfied. It seems like a way out for everybody on a voluntary and not on a forced basis.

Southern Integration Picture Proves Spotty

Post-Times Herald Washington, D. C. P1 N 3-4

ATLANTA, Aug. 27 (AP)—Scheduled integration of some white schools continued quietly today in some parts of the South but in others protesting parents maneuvered in court to stem the tide.

In Nashville, for the first time in the history of the city, Negro children lined up with white pupils to register for the first grade preparatory to the start of classes just a week away.

In Charlotte, N. C., 21 parents of white children went into court to stay a school integration order scheduled to take effect next week. In Clinton, Tenn., registration began in the high school for the second year of integrated classes. Five Negroes said they would register.

Clinton last summer was the scene of an outburst of racial violence touched off following the appearance of 12 Negro students at the school. There were no disturbances today.

Segregationist John Kasper warned that the first grade integration move in Nashville would result in violence.

In Charlotte the School Board must, on Thursday, defend the admission of five Negro students to an all-white school.

An injunction also is sought by parents in Greensboro, N. C., where six Negroes are scheduled to be enrolled in three previously all-white schools.

IN THE NATION'S CAPITAL

Segregated School Fund Ban Is Urged

(For NNPA)

Not only should Federal funds be denied to school districts which are defying the Supreme Court decision against segregated schools, but all Federal grants to the states for education should now be conditioned upon the absence of racial segregation in the schools receiving them.

The Supreme Court handed down on May 17, 1954, its decision that racial segregation in public education is unconstitutional. A little over a year later, May 31, 1955, it decreed that "a prompt and reasonable start toward full compliance with our May 17, ruling" be made.

Instead of seeking ways to comply, eight southern states have deliberately sought to find methods of getting around the decision. These states are Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana.

* * *

ONE OF the devices these states are relying upon to keep their public schools rigidly segregated is the pupil assignment plan. Under this plan, by various subterfuges, state and local school boards would assign all white pupils to white schools and all colored pupils to colored schools.

This part of their scheme already has been declared unconstitutional by Judge Walter L. Hoffman in the Federal District Court at Norfolk, Va.

The Virginia plan would go so far as to deny state funds to any school district which mixed any colored and white pupils in the same classroom or school.

Gov. Thomas B. Stanley of Virginia, to whom any school integration, however moderate, is anathema, declared in New York Friday that President Eisenhower's program for Federal aid to assist the states to build classrooms would interfere with the internal affairs of the states and threaten their independence.

"I AM vigorously opposed to any Federal aid program in this field under whatever guise it may be offered," Gov. Stanley told a New York audience.

"The states and localities are capable of meeting their needs at much greater economy to the taxpayer without Federal aid or intervention in building and operating their public schools."

"Gov. Stanley expresses not only his personal and official views on the subject, but also those of the governors of the states with which Virginia is in a conspiracy to violate the law of the land.

The Congress should take him and other southern governors at their word and make it a condition for Federal aid to build classrooms that the school districts applying for such aid must be in compliance with the Supreme Court decision.

But the Federal Government is currently aiding school districts to build, maintain and operate racially segregated public schools.

* * *

There is no justification for giving Federal funds to school districts which are violating the law of the land.

When the Health, Education and Welfare Department appropriation bill is reported from the House Appropriations Committee, Rep. A. Clayton Powell, D., N.Y.) should offer an amendment to deny Federal funds for building, maintaining and operating schools in Federally affected areas where racial segregation is still maintained.

Such an amendment should appeal to all members of Congress who believe in the Federal Constitution.

SCHOOL OFFICIALS URGE INTEGRATION

Convention of Administrators Adopts Strong Resolution Against Segregation

LOCAL ACTION IS ASKED

U. S. Building Aid Favored —Kennedy Sees Backing by Congress This Year

By BENJAMIN FINE

Special to The New York Times.

ATLANTIC CITY, Feb. 20—The American Association of School Administrators today called upon local communities in the South to end segregation.

In the strongest resolution on integration ever adopted by the association, the educators praised the superintendents who had helped to resolve the issue without strife.

The resolution was one of a series of nineteen adopted by the association at its closing business seion. Twenty thousand administrators, school officials and prominent educators attended the eighty-third annual convention of the influential affiliate of the National Education Association.

"In this nation composed of people with diverse cultural backgrounds, traditions, customs and preferences there is a common core of ideals fundamental to its greatness," the integration resolution said. "The association believes that free and equal opportunities for education for all children and youth are essential to the perpetuation of these ideals."

Ending school segregation, the association continued, "calls for calm judgement, tolerant understanding, careful planning, and concerted effort by lay citizens as well as by educational leaders."

"We commend those school superintendents and community leaders whose efforts have led all races and creeds to sudy the issues involved and to seek the good of all. We urge people in all states and all communities to do this in a spirit of goodwill, good faith, patience, deliberation and courage, fraught with humility."

Federal Aid Urged

Dr. Paul J. Misner, president of the association, said the resolution effectively answered the charge by some critics that the educators were "pussyfooting" on this controversial issue.

The administrators took strong action on the Federal aid issue. Noting that a shortage of classrooms still existed in almost every part of the country, despite all efforts made by the states, the association urged Congress to adopt a school construction bill.

The administrators also adopted a resolution calling for a "strong and nonpartisan United States Office of Education."

Senator John F. Kennedy, Democrat of Massachusetts, who was scheduled to speak last night but whose plane was grounded because of a snowstorm, spoke this morning. He called for a "bold and imaginative" program of Federal aid for school construction.

"I'm completely confident that this year, after many years of postponements, a satisfactory bill will be adopted," Senator Kennedy said.

Dr¼ Philip J. Hickey, Superintendent of Schools in St. Louis, was elected president of the association. Dr. Clinton C. Trillingham, superintendent of the Los Angeles County schools, was chosen president-elect, to take office in 1958.

ROCKSLIDE IS CLEARED

Only One Lane of Thruway Near Elmsford Stays Shut

Special to The New York Times.

ELMSFORD, N. Y., Feb. 20—Road gangs had cleared a rockslide sufficiently by tonight to permit almost normal traffic on the New York State Thruway. The cascade of an estimated total of 1,000 tons of boulders onto three of the four southbound lanes occurred early yesterday afternoon at a ponnt between this village and Ardsley.

Dynamite blasts were set off today to break up the larger stones, some weighing fifteen tons. Cranes and other heavy equipment had cleared a two-lane southbound path by nightfall. Engineers estimated the job would be completed in three or four days.

Temperature changes were blamed for the sudden loosening of a rock formation abutting the expressway. Traffic was light when the boulders tumbled down but a jagged stone punctured the gasoline tank of a passing funeral car. No one was hurt.

Brownell Hails Gains In School Integration

WASHINGTON, Sept. 16 (AP).—Attorney General Herbert Brownell jr. said today progress in school integration has "been remarkable, and fine."

And, he added in a filmed television interview "Reporters' Roundup," the Justice Department will make every effort to see there is "no partisan aspect" to integration.

Mr. Brownell was asked about the use of United States marshals to enforce District Court orders on integration. He replied:

"That is getting into pretty much of a speculative realm there because we would have to know what the facts of the particular case were. . . . We take these cases one at a time.

U. S. in Only One Case

"So far, there is no doubt that great progress is being made in the integration of the schools and in an orderly way without the necessity of any action by the courts of the type that you suggest."

At present, he added, the Justice Department is involved in only one court case. It is appearing as a "friend of the court" in an appeal to the United States Court of Appeals from action by the Hoxie, Ark., Board of Education in ordering integration.

His department is appearing to "support the courageous action" taken by the local board, Mr. Brownell said.

In response to questions, the Attorney General said he believes the record of the Republican administration "has been in marked contrast to the scandal and corruption that existed in the Truman administration."

Queried on Yates Case

Asked why "it took the Administration much more than a year to find out about the conflicts of interest in the Dixon-Yates case and in the Talbott (former Secretary of the Air Force Harold E. Talbott) incident," Mr. Brownell said:

"I think that there again, putting things in perspective,

Herald Tribune—Warman

Attorney General Brownell

that what we want to do on a program of this sort is to take the over-all picture. There has never been in my time an Administration that is as clean and decent."

During the Dixon-Yates controversy, it was charged that Adolphe Wenzel, a Budget Bureau adviser in the matter, held the advisory post while serving as an official of a New York firm which later became the financial agent for the proposed Dixon-Yates steam plant at West Memphis, Ark.

Mr. Talbott resigned about a year ago after a Congressional

inquiry into charges he had continued certain business interests while serving as Air Force Secretary.

Cancellation of the Dixon-Yates contract by the government has resulted in court action. which is pending.

National Whirligig

By Ray Tucker

WASHINGTON.

THE South's opposition and obstruction to implementation of the school desegregation decision are based on the belief that the Supreme Court may yet reverse or modify its controversial ruling. Dixie members of Congress and legislatures are, in effect, "buying judicial time."

Hoping Court Will Rescind Integration

Sen. John C. Stennis of Mississippi, an able lawyer and legislator, has encouraged this belief by painstaking research into the high tribunal's historic contrariness and inconsistencies. A former prosecutor and judge, he appreciates that jurists frequently react to unexpected and unhappy consequences of their rulings.

He has discovered, too, that the tendency toward review and reversal has grown in more recent years, as the American society and economy become complex and delicate. From 1789 to 1932, he finds, the Supreme Court upset earlier decisions only 29 times. But since 1932, only 15 years, a total of 37 previous decisions have been overruled.

On 10 occasions, Congress has passed legislation to overcome what it regarded as the Supreme Court's misinterpretation of federal statutes. Thus, as explanatory of Southern jurists' legislators' and politicians' attitude, they think that they have good reason for not believing that the desegregation decision is sacrosanct or irrevocable.

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WHAT MAY AFFECT JUDICIAL THINKING—One of the unanticipated but practical byproducts that may affect judicial thinking, in the South's opinion, is New York City's current experiment in school desegregation. Similar movements are under consideration in Philadelphia, Chicago, Detroit and other cities, with the backing of Democratic groups.

Mayor Wagner's Board of Education has ordered a system of enforced mass migration of pupils in order to achieve a "racial balance" in the schools. It amounts to a form of racial and educational gerrymandering. The same migratory system will eventually be applied to teachers, transferring the more qualified and experienced from "good" to "difficult" schools and sections of the city.

In order to overcome geographical dislocations and residential limitations, colored children are transported 20 or more blocks in city-financed buses to what had been all-white schools. In the past, the colored children walked only a few blocks to a school of their own. The same city crisscrossing scheme, of course, is imposed on white children.

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DESEGREGATION IN NEW YORK CITY—A master plan of racial and educational shifting has been prepared for the five boroughs, and will go into effect in 1959. Principal sponsors for relocation were the National Association for the Advancement of Colored People, the Urban League, Americans for Democratic Action, civic and religious groups.

At San Francisco last year, the NAACP adopted a resolution demanding nationwide application of the Wagner program. In New York the revolutionary rearrangement was opposed by the High School Teachers' Association.

Samuel M. Levenson, radio-TV humorist and assistant superintendent of schools, explains the effect of the operation:

"One junior high school in my three districts was almost entirely Negro last year. and now it's a 50-50 racial composition. In another junior high school, white students were brought in from a mile or so away to prevent it from becoming 100% Negro."

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HIGH TRIBUNAL MAY FACE TOUGH PROBLEM—The Supreme Court will face a difficult problem if, as expected, New York's use of the desegregation decision is challenged judicially. An extremely able judge and Hoover nominee for the Supreme Court, John J. Parker of Richmond, has said that the Warren ruling did not sanction wholesale desegregation on the Wagner pattern. In his opinion, it merely declared against discrimination.

Thus, the nine young-old men may be called upon to test the Stennis theory that changing conditions make for changing courts.

Pupil Assignment In Louisiana And Alabama

IN JANUARY, U.S. District Judge Walter E. Hoffman of Virginia commented that Virginia's school placement law was "unconstitutional on its face."

He continued: "The pattern is plain. The legislature has adopted procedures to defeat (the Supreme Court decision)."

This comment, while it did not have the effect of a judicial decision, cast a cloud over Alabama's similar pupil assignment law which had been, until the "freedom of choice" amendment was passed, the state's primary defense against race-mixing by force.

Judge Hoffman looked directly at "legislative intent" and concluded, without too much imagination, that it was to defeat the U.S. Supreme Court. The same of course could be said for the Alabama law, though it does not mention race as a basis for assigning a pupil to a particular school, substituting instead all manner of socio-psychological criteria, etc. The plain, avowed purpose is to preserve segregation.

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IF JUDGE HOFFMAN'S comment cast a cloud over the Alabama law, that cloud has now darkened with the March 1 decision of the U.S. Circuit Court of Appeals in New Orleans. In a case involving a number of factors, the court indicated its attitude toward assignment laws in general, although it did not rule directly on the question as it affects Alabama's law. Discussing Louisiana's defense of segregation on the basis of public health, morals, better education, peace and good order, the court said:

> They [the state] deal with the alleged disparity between the two races as to intelligence ratings, school progress, incidence of certain diseases, and percentage of illegitimate births, in all of which statistical studies one race shows up to a poor advantage. This represents an effort to justify a classification of students by race on the grounds that one race possesses a higher percentage of undesirable traits, attributes or conditions. Strangely enough, there seems never to have been any effort to classify the students of the Orleans Parish according to the degree which they possess these traits. That is, there seems to have been no attempt to deny schooling to, or to segregate from other children, those of illegitimate birth or having social disease or having below average intelligence quotients or learning ability because of these particular facts.

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ASSIGNMENT on such basis might not be unconstitutional, the court indicated, if carried out impartially. However: "It is unthinkable that an arbitrary classification by race because of a more frequent identification of one race than another with certain undesirable qualities would be such reasonable classification."

In short, this seems to say that for a placement or assignment bill to work, it must be enforced uniformly on both races. Necessarily this would mean that there must be some integration to protect the validity of the law, which would of course defeat its purpose.

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FURTHERMORE, the court said in dismissing the Louisiana's arguments for segregation in the interest of public welfare:

> Whatever may have been thought heretofore as to the reasonableness of classifying public school pupils by race for the purpose of requiring attendance at separate schools, it is now perfectly clear that such classification is no longer permissible, whether such classification is sought to be made from sentiment, tradition, caprice, or in exercise of the state's police power.

The court concluded with an off-hand comment on assignment laws in general. The effect of the court's opinion is that a state may pass all the school administrative acts it likes, "so long as all such rules are applied in a manner as to affect all pupils without regard to their race, and are not used as a mere screen to perpetuate compulsorily segregated schools contrary to the court's order."

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THIS and the Hoffman comment seem to mean that federal courts will look at (1) legislative intent and (2) the actual effect of the law in question. If retention of segregation is the intent and the result—as, in all candor, it is in Alabama—the federal courts seem ready to invalidate on this basis alone, regardless of what the law says.

To repeat: The Alabama legislature which convenes in May has its work cut out.

May 17, Not Noted By Rebel South

Defender Chicago, Ill.
Sat. 5-25-57

ATLANTA — (INS) — Friday was the third anniversary of the U. S. Supreme Court's historic ruling that segregation is unconstitutional — but the South did not celebrate, and the Deep South continues to ignore it.

Three years after the May 17 decree, not a single Negro child attends a grade school or a high school with white children in eight deep southern states. In Tennessee, amid arrests and bloodshed, only one high school has been integrated.

There is still speculation whether the attempt to segregate Clinton High school — which graduated its first Negro student May 17, will continue without more violence.

SUMMON POLICE

Clinton Principal D. J. Brittain, jr., has asked that policemen be stationed at every door of the school building Friday night, as 17-year-old Bobby Cain makes history for his people.

Throughout Dixie, during the three year "integration" period, there has been general resentment towards the decision, followed by sporadic violence and unrest. This was followed by volumes of stringent new laws designed to maintain the cherished "traditions."

Nine states of the 17-state bloc, which maintained dual systems of "separate but equal" doctrines before the High Court ruling, have absorbed the "mixing," but only to a limited degree.

Only some 300,000 Negroes, of an estimated 3-million children are reported to have been allowed into integrated situations.

In Alabama, Georgia, Florida, Louisiana, Mississippi, North Carolina, South Carolina and Virginia and in Tennessee — Clinton excepted — segregation continues. Five of these states maintain segregation on a college level.

DIXIE NOT READY

Southern government officials claim the South is still "not ready" for mixing and have instituted strong anti-integration laws to insure continued segregation.

Governors have been given extraordinary powers in many states to quell attempts by Negroes to pursue the court decision.

The Supreme Court decree, which outlawed transit system segregation, was followed in Montgomery, Ala. — when the Negroes tried to apply the law — by a series of devastating dynamite blasts directed at Negro churches and ministers' homes.

Similar reactions, but less violent, were recorded in duplicate Negro integration attempts at Birmingham, Tallahassee, Miami, Atlanta, New Orleans and Baton Rouge.

In Atlanta, however, golf courses have been desegregated, and other decisions have applied the desegregation principal in scattered situations to bathing beaches and public park facilities.

Last week in New Orleans, a Federal court outlawed transit segregation.

100 CASES FILED

More than 100 court cases are now pending, dealing with the segregation question. A major case in a new field under attack —public housing — will be heard in Savannah, Ga. beginning this week.

Georgia's Atty. Gen. Eugene Cook, wrapped up a majority of southern feelings in a statement last week. He said:

"This anniversary marks a sad day for the people of this country in reference to race relations . . .The 1954 decision opened the door to 100 years of litigation.

Group Cites Deficiencies In U. S. Education System

Daily World
Atlanta, Ga.
Sat. 6-1-57

BY THOMAS J. FOLEY

WASHINGTON (INS) — The House Education Committee issued a report on the school construction bill Friday and disagreed sharply on whether the proposed one and one-half billion dollars of federal aid would lead to federal control.

Seven Democrats and two Republicans stated that a majority on the committee "intended that there be no Federal interference in the direction of the Nation's Educational System."

FEDERAL CONNECTIONS

Ten Democrats and five Republicans on the committee went fourth and said Federal Connection with schools would be ended "before children and teachers actually entered the school." The Federal Government, they said, is only provided the bricks and mortar.

However, six Republican members said "the grave danger . . . of creating a centralized education sytem in the United States is selfish-evident in this legislation."

Two of these six, Reps. Clare Hoffman, Mich. and Albert H. Bosch, N. Y. said that once a Federal dollar goes into a state, "Federal contributions and control inevitably grow until ultimately the views of the Federal bureaucracy are supreme."

AT THE WORST

They charged that "some of the principal advocates of Federal Aid to education are, at the worst, furthering the communist purpose at the best, advocates of socialism or paternalism."

The Bill, which was approved by the Committee a week ago, would provide 300 million dollars a year for the next five years to help states and local school districts build classrooms.

Half of the money would be distributed according to the income of a state and the other half on the basis of the school-age population.

The majority accused opponents of the legislation of trying to prove no shortage exists by using bits and pieces of surveys which, as a whole, show that a serious shortage faces the nation.

FRAVE DEFICIENCIES

Noting the emphasis in Russia on Education, the majority said: "To permit grave deficiencies in education, to continue indefinitely could be tragic for the future of our country."

However, the six Republicans said the Legislation is not needed because "we are convinced that this Legislation, if enacted, will not result in the construction of even one additional classroom that would not be built without it."

Byrnes Warns Of Dangers In Supreme Court Decisions

Advertiser Montgomery, Ala.
Sat. 5-18-57

COLUMBUS, Ohio, May 17 (AP)— James F. Byrnes of South Carolina said today the Supreme Court's school desegregation order and recent decisions striking down state subersive laws threaten the existence of state and local governments.

In an address before the annual convention of the Ohio State Bar Assn., the former associate justice, Secretary of State and ex-governor of South Carolina said:

"If the Supreme Court can alter the Constitution by its decisions then five men—a majority of the court—can make the court a constitution maker instead of a constitution defender. . . "

Byrnes cited a recent case in which the high court reversed the dismissal of a New York College professor who pleaded the fifth amendment when asked by a congressional committee about alleged communist affiliations.

Byrnes commented:

"How long can local governments survive. . . if by state statute you cannot declare that your children shall not be taught by a communist or a man who refuses to tell a congressional committee whether he is or is not a communist?"

Byrnes called the Supreme Court's school desegregation decision a "social experiment" that has "undone all that men of good will of both rances had accomplished."

He said Congress should use its consitutional powers to "deny to the Supreme Court the power to invalidate the provision of a state schools or affecting the security of the states or the United States government." He continued:

"It is useless for men to argue whether the racial instinct is right or wrong—it exists. It is nothing new. . ."

The Christian Science

Defender Chicago, Ill.
Sat. 6-1-57

The Christian Science Monitor again approaches desegregation with a logic that is evasive and disappointing. Not too long ago it agreed editorially with those misguided souls who have succumbed to the maladive hysteria against school integration. We took issue with the editors then, and expressed our regrets for so doing. Because of the high esteem in which the Christian Science Monitor is held, and of its traditional temperate and unbiased opinion on great social equations, we have hesitated to take it to task on what seems to us to be a frightful lapse into irrationality.

But for the fact that its second editorial (May 17) is a more flagrant infraction of the Monitor's fearless policy, we would have elected to remain silent. How can we do so without being recreant to our duty? We have a responsibility to throw the spotlight especially on the issues which are muddled by fuzzy thinking.

Answering some visiting Japanese publishers and editors who inquired into the failure to use federal troops for enforcement of the school desegregation order, the Christian Science Monitor went into a trapeze act when it declared pontifically that:

"Constitutionally . . . there are two rights involved which must be reconciled: the right not to be forced together as well as the right not to be forced into exclusion."

In the face of a constitutional warrant which makes the Supreme Court decisions mandatory, this kind of reasoning is pure "moonshine." Moreover it does violence to the basic assumptions of the law in a democratic state. And, if we were to apply the rigors of formal logic to the two propositions, namely, "the right not to be forced together as well as the right not to be forced into exclusion," they would be found to be mutually exclusive. But such a juxtaposition is intolerable to our concept of democracy.

In their per curiam decision (the Court as a whole) on the school issue, the Supreme Court Justices merely interpreted the Constitution. And, there is nothing in the American Constitution which provides for class distinction or legislation. Therefore, to insist on the principle of the "right not to be forced together" is to suggest the sanctity of class privilege and invite open defiance of the law. This, of course, is an obvious sanctioning of the outrageous indulgences of segregation. How can the editors of the Monitor ignore the fact that this artificial ostracism, however long-standing, denies the full blessing of the public school system to the Negro?

"Not many whites, certainly, and perhaps only a minority of Negroes," the editorial declared, "actively desire disturbance of a way of life that has been comfortable to one race and at least tolerable to the other."

In trying to excuse and defend the South's recalcitrant position on integration as the above quotation clearly indicates, the editors of the Christian Science Monitor are in effect rekindling the dying embers of Reconstruction. We hope that in the interest of true Christian brotherhood the Monitor will reconsider its position on so great a moral issue.

18 Pct. Of School Areas Reported Desegregated

Post-Herald Wed. 6-5-57 P. 11

Special to The Post-Herald

NASHVILLE, June 4—Eighteen per cent of the some 3700 biracial school districts in the Southern and border states have desegregated since the May 1954 U. S. Supreme Court decision against school segregation, Southern School News said here today in a year-end survey.

As school doors closed for the Summer in 17 states and the District of Columbia, 684 districts had begun or accomplished the desegregation process, according to the publication. Of these, all but seven were in the border state area.

Five of the seven were in Arkansas and the other two in Tennessee.

Public schools remained segregated in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia.

As the school year ended, legislatures in Alabama, Florida, North Carolina, South Carolina and Texas were adopting or debating additional pro-segregation legislation. The Missouri Legislature had repealed old statutes authorizing school segregation.

A state-by-state summary of major developments follows:

ALABAMA—The Legislature began its 1957 session May 7 with a large number of pro-segregation bills — most of them concerned with school-closing—before it for action.

ARKANSAS—Pro-segregation laws were under fire from a church group. The white Citizens Council asked Gov. Orval Faubus to "order" whites and Negroes to attend separate schools at Little Rock, where high school desegregation is to begin this Fall.

DELAWARE — Law enforcement agencies were preparing for a general desegregation order this Fall, with special courses of instruction in police-community relations.

DISTRICT OF COLUMBIA—District Supt. Hobart M. Corning, 68, who guided the school system during three years of desegregation, announced he would retire next year.

FLORIDA — The Legislature neared the end of its regular session tangled in debate—but taking no final action—on several pro-segregation measures, including a "last resort" local option bill.

GEORGIA—An Atlanta Negro was re-elected to the city's school board and another Negro was defeated for election to the board of aldermen in a runoff.

KENTUCKY—A special survey of two years of school desegregation in Lexington disclosed that 30 of the city's 2750 Negro pupils were attending mixed classes under a free-choice plan.

LOUISIANA—In the first such forecast from a political figure, Louisiana's Democratic national committeeman predicted his state and other states would eventually desegregate their schools. Meanwhile, the state was seeking new trials in suits which have produced Federal court desegregation orders in four colleges.

MARYLAND—The State Court of Appeals upheld the legality of school desegregation as several counties prepared to extend their integration programs.

MISSISSIPPI—Some 1000 local taxing districts are completing consolidation into about 150 such districts in 82 counties as the first phase of a physical equalization plan.

MISSOURI—At the end of the school year, only five high school districts in the state remained segregated, with fewer than 7500 out of 68,000 Negro pupils in all Missouri schools still in segregated systems.

NORTH CAROLINA—Legislators were studying proposed new laws to open NAACP financial records and to make "barratry" a crime. School officials of the three largest cities disclosed they had been meeting privately for several years to discuss mutual problems—including segregation-desegregation.

OKLAHOMA—The Legislature failed to remove segregation sections from its school code though state school districts generally are complying with the U. S. Supreme Court decision.

SOUTH CAROLINA—The end of the school year found public schools tightly segregated, with the Legislature in session and adding more laws aimed at continued segregation.

TENNESSEE—Trial of Segregationist John Kasper and 15 other persons charged with contempt of court in the Clinton disturbances was set for July as Clinton High School graduated its first Negro.

TEXAS—Legislators adopted a pupil assignment law and a measure requiring elections before other school districts desegregate (more than 100 have done so), while a state court issued a modified permanent injunction against the NAACP.

VIRGINIA—Virginia's pupil placement law is being challenged by a number of school patrons who refuse to sign required forms. A Federal judge who held the law unconstitutional has come under attack from state authorities.

enrollments. The estimate of the backlog probably is conservative, and the assumption that the schools can keep apace of new needs on their own is precarious unless more is done locally in the way of raising debt limits and increasing state contributions.

But as a beginning, the program is as much as it is realistic to ask or expect. Those who may worry that even an "emergency" Federal program, once begun, can never be ended would do better to worry about what will happen to the thousands of children on half-time schedules or in overcrowded classes if some assistance is not quickly made available. For youngsters grow up but once, and in the hands of those now in school the destiny of this Nation will very soon be placed.

School Aid: Round Two

Post & Times Herald Washington, D. C. P. 18-A Tues. 1-29-57

President Eisenhower's proposals for Federal loans and grants to help the states erase the classroom shortage are in all essential respects the same as those he made to Congress a year ago. The House doomed aid to education last year by adopting the Powell amendment to forbid assistance to states which have segregated schools. The President recognizes that a repetition of this maneuver is threatened and hopes that this time Congress will consider school aid "on its own merit, uncomplicated by provisions dealing with the complex problems of integration."

This newspaper is in wholehearted accord with that view. Even if an aid program with the restriction could be enacted—which of course it cannot—the cause of desegregation would not be advanced thereby, and many of the states that need Federal help the most would be denied it.

Mr. Eisenhower sticks to his view that Federal aid should be allocated on the basis of need as well as in proportion to school-age population. This approach was rejected by the House last year in favor of the Kelley bill which would have allotted the funds on a simple school census basis. As the President notes, that measure would "tend to concentrate Federal aid in wealthy states most able to provide for their own needs."

We hope Congress this time will see that the Kelley formula's simplicity really amounts to extravagance and would, if adopted, be likely to increase the total Federal cost, extend the period of assistance, or both. Surely a program based upon relative need is the fairest—and most economical—device for focusing drastically needed school construction aid.

There is room for debate, of course, over the size and pace of the program. The announced objective is to help states and localities erase a construction backlog of 159,000 classrooms in four years and then rely again on local revenues to keep further construction in step with rising school

14d(1) 1957

GENERAL

Ban Federal Courts From School Cases, Talmadge's Bill Asks

Constitution Fri. 2-15-57 Atlanta, Ga.

P. 1

Would Bar Inexperienced Chief Justices

WASHINGTON, Feb. 14 (UP)—Sen. Herman E. Talmadge (D-Ga) introduced legislation today to den" federal courts jurisdiction over school integration cases.

Talmadge said the legislation would "curb usurpation of power and encroachment upon individu rights by the federal judiciary."

He sponsored three bills to:

Prevent federal courts from handling cases involving public education administered by states or their subdivisions.

SERVICE ON BENCH

Require the chief justice of the Supreme Court to have five years prior service as a judge in the federal courts or state supreme courts. Chief Justice Earl Warren, who wrote the Supreme Court decision against school segregation, had no previous experience as a judge.

Provide that persons cited for contempt of a federal court, for action not committed in the presence of the court, shall have jury trials and that no person shall be bound by a federal court injunction unless he is a party to the proceedings.

Talmadge's third proposal was clearly aimed at court procedure like that to force integration of schools at Clinton, Tenn. A federal court has cited persons who were not parties to the Clinton case for contempt for alleged violation of an injunction.

BASIC RIGHT

"One of the most basic of our civil rights as Americans," Talmadge said, "is the right of trial by jury. My bill would protect that right from abuse through misuse of the judicial power of contempt and, in so doing, would help to eliminate the grave danger of governmental regimentation and dictation through court edict."

He said the other two bills were measures he promised to sponsor when he was campaigning for the Senate last year.

In The Nation

Times P. 26-C

Joining the Issue on the Integration of Schools

New York

By ARTHUR KROCK

WASHINGTON, Feb. 13—The fundamentals of the legal dispute over the Supreme Court's unanimous decision that state laws requiring racial segregation in the public schools are unconstitutional were put even more clearly on the public record by two statements made in the last ten days. One was by Federal Judge Walter E. Hoffman in Norfolk, Va. The other was by James F. Byrnes of South Carolina.

Thurs. 2-14-57

Judge Hoffman, reaffirming an order to the local school board to integrate the Norfolk public schools by Aug. 15, assured the board that the Federal judicial power would protect it from any restraining action taken by Governor Stanley under the law of Virginia. This was announcing, in effect, that Hoffman would enjoin the Governor and the State Legislature if they moved, in obedience to state law, to close an integrated school or withhold funds for its support. There existed, he said, "a direct conflict between the state leadership and the judicial power of the Federal courts."

Byrnes, in a Lincoln Day speech before the Illinois Bar Association at Peoria, cited a number of Supreme Court decisions in support of his contention that, in conformity with Section 5 of the Fourteenth Amendment, the prohibition of public school racial segregation by the Supreme Court in 1954, "like all other prohibitions of the amendment, could be enforced only by Congressional legislation." (The fifth section is: "The Congress shall have power to enforce by appropriate legislation the provisions of this article [amendment].")

But the court, he said, amended the Constitution, being unwilling to leave that to the procedure provided. And, being unwilling also to leave to Congress the enforcement of its "new Fourteenth Amendment, it substituted the Federal courts for the Congress. That means the power of injunction * * * a dangerous power, often abused." This is the power Judge Hoffman asserted at Norfolk a few days after Byrnes' speech.

A Former Justice

Those who support the Supreme Court's 1954 decision because they believe it stated sound American public policy include groups that are impatient and resentful of any examination of its constitutional warrant. Approving the end product, they hold that a sufficient answer to legal exceptions, such as those made by Byrnes, is that the Constitution is what the judges (on the Supreme Court, five) say it is, and what they say is "the law of the land." But Byrnes was himself an associate justice of the court; also a Senator, a Secretary of State, the chief national mobilizer in the second World War and a Governor. For that reason, and also because he voices a respectable section of legal opinion throughout the nation, his Peoria speech belongs in the same important bracket with Judge Hoffman's announcement.

A summary of his argument follows:

1. In *Marbury v. Madison* Chief Justice Marshall said the Constitution "is on a level with ordinary legislative acts" if it "is alterable when the legislature shall please to alter it." "Then it is equally true that the Constitution cannot be altered whenever the Supreme Court wishes" to do so.

2. In the briefs filed by State Attorneys General in the school cases "it was shown that about the time the Fourteenth Amendment was submitted" by Congress to the states, Congress rejected a proposal that segregated schools be prohibited by statute, and appropriated for them in the District of Columbia for seventy-five years thereafter. Yet in 1954 the Supreme Court asserted that this legislative history was "inconclusive." Unable "to cite a single legal precedent" in support of its decision, the court cited "only the writings of a group of sociologists."

To Restrict the Court

3. "The Supreme Court did not create the people of the United States. The people created the Supreme Court. And the people gave to Congress in Article IV of the Constitution the specific power to regulate the appellate jurisdiction of the court [its area of decision]. Congress should exercise that power" by denying to the court authority "to invalidate the provisions of a State Constitution affecting public schools or affecting the security of the state or the United States Government."

4. In addition to the legal grounds for nonobservance of the 1954 decision until, or unless it is legislated by Congress, the people of the South have "a fundamental objection to this social experiment. They fear that the purpose of many is to break down social barriers in the period of adolescence and ultimately bring about intermarriage of the races. It is useless to argue whether the racial instinct is right or wrong—it exists."

5. If the Supreme Court strikes down all state segregation statutes, "then, with great regret, many states will discontinue public schools. * * * But the leaders of the white race in the South will see to it that innocent Negro children receive an education * * * and not suffer from the well-intentioned but misguided efforts of overzealous do-gooders."

Our Segregated Schools

Defender P. 10

Recent findings by special commissions in several northern metropolitan centers point up the fact that integration is a nation-wide problem, not just one that belongs south of the Mason-Dixon Line. Many responsible and responsive public school officials have re-examined their position in the light of the High Court ruling on school segregation.

Chicago, Ill.

The civic conscience is at work everywhere except in Chicago. New York, Philadelphia, Los Angeles and some smaller communities such as South Bend, Ind., and New Rochelle, N. Y, are considering ways and means of reducing the number of segregated classes. Though discrimination in most Northern cities is unlawful and against public interest, nevertheless there is a de facto segregation in the public schools.

This de facto form of segregation is caused by the residential pattern that makes children go to their neighborhood schools. Civic, parent and labor groups have adopted anti-segregation resolutions and have placed them before their respective school board.

Sat. 2-23-57

One of the steps being urged is teacher assignment. Teachers should be assigned to schools without regard to the racial composition of the community or location of the schools.

Here in Chicago there should be created a central zoning unit with power to redraw school district lines. New zones would in some cases permit children who attend predominantly Negro schools to go to nearby white schools. The Board of Education would exercise its own discretion in teacher assignment.

There is no doubt that segregated housing is the real problem. But even in the existing residential pattern, steps should be taken now to keep de facto segregation down to a minimum. One of the ways of accomplishing this goal is to integrate as many schools as possible on the fringe areas by rezoning. Build new schools at such sites that both Negro and white children will attend without violating the

neighborhood pattern of living.

High school students should be permitted to attend regardless of neighborhood. While these changes would not solve the troublesome problem of school segregation, they would represent a substantial advance toward the ultimate establishment of integrated living on a plane commensurate with the profession of democracy.

However, as long as there are discriminatory residential patterns, there will be corresponding segregation in the schools. This is one of the reasons why we should watch with meticulous care the proposed Hyde Park Housing redevelopment project. It has in it the seed of an evil design to postpone integration indefinitely.

Negroes Will Be Schooled

Informer Sat. 2-23-57 P. 12

Not long ago, James F Byrnes, who spent more of the years of his life on the pay roll of the Federal Government than he ever spent on the pay roll of South Carolina, his native state, talked to the lawyers of Peoria, Illinois at their annual Lincoln Day dinner. He told them that, if the Government goes through with enforcing the decisions of the Supreme Court of the United States, "with great regret many states will discontinue public schools."

Houston Texas

In ordinary life threats of this kind are known as black mail. A kidnapper tells a father that if he does not turn over a wad of money, his child will be killed. Jimmie Byrnes tells the people of the North that, if the South is not permitted to disregard the constitutional rights of Negroes, then those in power in the South will close the schools.

Well, a little history is in order. When the public schools were first started in the South, to all intents and purposes Negroes were denied their benefits. If it had not been for Negro churches and the educational opportunities provided by Christian white people from the North, the Negro would have had no education in those early days.

So, Negroes know what the score is when Jimmie Byrnes threatens to take away even the unequal benefits of public education now open to them in South Carolina and some other states. These benefits have been wholly denied before, and they are partially denied now. The South Carolina Medical College, the South Carolina Military College, the South Carolina Woman's College, as well as other educational benefits in that benighted state, are even now wholly denied to Negroes.

If South Carolina and other such states, rather than open up their educational facilities to Negroes on equal terms, prefer to close them down, then Negroes will be forced to say: "Let them!" They can be sure of one thing and that is that Negroes will not voluntarily surrender their rights under the Constitution of the United States. If the Federal Government wants to join hands with South Carolina and other states in depriving Negroes of those rights, that, too, is something which has happened before. Rutherford B. Hayes did that dirty work in order to become President of the United States in 1877.

By their own efforts and the help of friends, Negroes got some education despite all of the inequalities of the segregated pattern. "God is our refuge and strength." Negroes believe in this Scripture. We are better able to help ourselves now than ever before. God's strength has not been diminished and the friends He can raise up are now more numerous and powerful than ever. "Many states" even went to war to preserve slavery, but they could not. Neither can they now by threats or violence preserve the evils and injustice of segregation.

The Mania For Mixed Schools

Advertiser 2-4-57

The Richmond Times-Dispatch

IS IT "democratic" to force children to attend public schools they don't want to attend, and which are less accessible to them than the neighborhood schools they have always been attending?

Montgomery Ala.

The public school authorities of New York City are shuffling students around on the theory that "mingling Negroes, Puerto Ricans and whites encourages democratic living." Apparently the democratic right of choosing a school that one can get to readily and which one may prefer for other reasons is not considered important under this fantastic concept.

Times 2-7-57

EVEN *Life* magazine, certainly no segregationist organ, blasts this nonsensical educational setup in its March 4 issue. Under the heading "Let the Students Choose," it says editorially that "overzealous friends of integrated schools are creating a new problem." It goes on:

"Superintendent William Jansen says he will not make children 'travel unreasonable distances,' and acknowledges that housing segration will continue to set limits on how much classroom integration he can attain. In our opinion the less he tries to achieve it by restraints upon the free choices of individuals, the more painlessly will integration come to be taken for granted."

Superintendent Jansen and others deny flatly that pupils are being hauled "across town in New York," although *The Wall Street Journal* declared, in late January:

"All concede that hundreds of New York students are already criss-crossing the city by bus and subway to schools far from home."

The same article said that some 200 Negro children were being transported 20 city blocks or more to public school 93 in the Bronx, and that these children attended neighborhood schools until last September.

We accept the statement of Superintendent Jansen that pupils are not now being hauled across New York. Whether this was being done until recently and then was stopped, because of the mounting clamor, we are unable to say.

The admissions of the New York school authorities are sufficiently damaging, as far as we are concerned. They acknowledge that pupils are being forced to leave their neighborhood schools and taken to schools farther away. As summarized by the Associated Press, the plan involves the following:

"Rezoning school districts to embrace racially diversified sectors; transporting Negro students in some cases to white districts and vice versa; equalizing the quality of faculties in rich and poor areas; and locating new schools so as to serve mixed populations."

When this plan was presented last week at a meeting of the New York City Board of Education, there were loud protests from parent-teacher representatives that it is "discriminatory against both white and colored children," and "just like they do things in Russia."

UNDER this plan to further "democratic living," it is stated by officials that if teachers object to being taken from the neighborhoods in which they have taught all their lives and assigned to slum areas—in order to achieve a so-called balance of educational opportunity—they will be ordered to comply. If they refuse, they will be "subject to charges of insubordination."

So much for the brand of "democracy" with which the people of New York are being favored, at the behest of the NAACP. If this goes through in New York, will the same thing be tried in Chicago, Philadelphia, Detroit, Cleveland and so on? If so, the South will be in danger of determined attempts to ram a similar system down its throat.

The integrationist fanatics seem to have lost all balance and perspective in their mania for mixed schools.

Severe Blow Dealt Mass Resistance To School Integration

1440

By ARTHUR KRANISH

WASHINGTON — (INS) — The Supreme Court let stand Monday the ruling of a Federal Judge that the cornerstone of Virginia's "massive resistance" to school integration is unconstitutional "on its face."

Wires P-1

The action of the justices was a severe blow to the state's all-out campaign to maintain segregated schools and also affects next month's election for governor.

SINGLE BO[illegible]

At issue was the state's carefully designed pupil [illegible] plan which permits a state board to assign pupils to the most "appropriate" school.

Although race is not mentioned, the obvious intention of the plan is to block desegregation attempts. Should the plan fail an elaborate system of "private" schools could be established.

Monday's case stemmed from the ruling last February by Federal judge Walter E. Hoffman ordering the cities of Norfolk and Newport News to admit Negro students to all-white schools.

Va. Beach 2-22-57

PENDING ACTION

A U. S. Circuit Court of Appeals upheld his finding that the placement plan was unconstitutional but stayed the effective date of integration pending action by the High Court.

Similar suits are pending in six Virginia counties and the placement plan has become one of the hot issues in the state's normally calm gubernatorial race.

State Attorney General Lindsay Almond, Democratic Candidate for governor, has backed the placement plan to the hilt, as well as other parts of the "massive resistance" program.

Republican candidate Ted Dalton has charged that the Democratic formula will result only in the wholesale closing of schools. He has advocated a plan under which each community handles its own integration decisions.

In other actions Monday, the Supreme Court:

--Let stand a lower court ruling permitting New York State investigators to use secret recordings made of a jailhouse conversation between racketter Joseph (Sock) Lanza and a lawyer.

--Agreed to review the constitutionally of a California law requiring churches to certify they will not advocate overthrow of the government in applying for tax exemptions.

--Agreed to hear -- and thereby held up the executions -- of two California men sentenced to death for murder. Both cases involve the question of sanity. The hearings were granted to Francis Rupp, convicted of shooting a 15-year-old girl during a rape attempt and Bart Caritativo a Filipino houseboy charged with the murder of his two employers.

In another case involving Virginia's segregation policies, an appeal was filed by David H. Schull of Annandale, Va. He asked the justices to stay a lower court order reguiring him to appear before the "racial investigation committee" of the Virginia assembly and answer questions about his affiliation with racial groups.

Integration in Southern Schools Advances in All But Five States

Times New York
Sun. 8-25-57

By BENJAMIN FINE

Special to The New York Times

NASHVILLE, Aug. 24—Racial integration is gaining in the schools of the South.

When schools open next month a record total of 350,000 Negroes will attend classes under integrated situations. They will go to school with 2,000,000 white pupils.

Despite all kinds of obstacles integration is spreading. Only five "hard-core" states remain untouched by either school or college integration—South Carolina, Georgia, Alabama, Florida and Mississippi.

Two others—Virginia and Louisiana—have mixed classes on the college level, but not in their public schools.

Virgiina faces a number of court suits; it is believed to be only a matter of months before a breakthrough is made.

In Louisiana, integration in parochial schools is expected ultimately although not for this year.

Integration will reach the strong outposts of the South within the next two weeks. Three of the largest cities in North Carolina — Charlotte, Greensboro and Winston-Salem —will have mixed classes when schools open on Sept. 3.

Nashville will integrate on a limited scale, starting with the first grade. Although schools open there on Sept. 9, advance registration for first-graders will take place next Tuesday. This is expected to be a big test for the city, as threats have been made to prevent mixed classes.

Another major test will take place Sept. 3, when Little Rock and four other Arkansas cities integrate their schools. At Little Rock integration will start with the high schools, and gradually work down to the elementary grades. Open threats have come from opposing forces in Arkansas. The new policy will not be accepted by the opposition without a last-ditch struggle.

This fall a total of 707 school districts in seventeen Southern states and the District of Columbia will be integrated. This is a gain of fifyt-seven districts in the past twelve months. Twenty-three districts will operate on a mixed-class basis for the first time. Of the 9,000 school districts in the South, fewer than 6,000 are biracial. The rest are all-white. Some 3,000 biracial districts still remain segregated.

"We are making progress," one Southern educator observed. "Some say that the progress is too slow, while others believe we are going too fast. We just have to move ahead at the pace that the community is ready to accept."

'Snail's Pace' Irks Some

Many officials of the National Associiation for the Advancement of Colored People and other groups favoring integration are unhappy at what they call "the snail's pace" of desegregation.

Times
P. 54
Sun 8-25-57

Aat any rate, when schools reopen soon, these districts will join the integration camp:

Arkansas—Little Rock, North Little Rock, Fort Smith, Van Buren and Ozark.

Kentucky—Lebanon, Clay and Sturgis.

Maryland—St. Mary's County.

Missouri—Bend, Malta, Lebanon, Gallatin, Pacific, Mendon and Clinton.

North Carolina—Charlotte, Greensboro, and Winston-Salem.

Oklahoma—Marietta, Hugo and Sand Springs.

Tennessee—Nashville.

Although progress has been made, large sections of the South remain untouched by the Supreme Court decision of May 17, 1954, outlawing "separate but equal" schools.

The term "integrated situation" is used by the Southern School News Headquarters to describe conditions under which Negro children attend mixed schools or reside in districts where mixed classes have been authorized.

Thus, although 350,000 Negroes are under "integrated conditions," far fewer than that number actually attend mixed classes. Because of residential patterns, many Negroes attend segregated schools, even though they are legally entitled to go to mixed schools. This "de facto" segregation exists in the North as well as the South.

Conclusions of Survey

As the schools start their fourth year since the historic Supreme Court decision, these conclusions emerge from a study of the seventeen states and the District of Columbia made by The New York Times:

¶Integration is spreading rapidly in the border states of Maryland, West Virginia, Kentucky, Missouri, Arkansas and Oklahoma.

¶The District of Columbia has completely integrated its school system.

¶Resistance continues strong in Virginia, South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana.

¶Many southern states have passed laws during the last two years that would abolish the public schools and set up privately supported institutions if segregation made in the past year. some 7.000.000 white pupils and 2,450,000 Negroes still remain in segregated situations.

¶Greater reliance is placed by the South on the use of the courts to delay action on integration as long as legally possible.

¶Serious trouble appears possible in several of the new districts that will integrate their schools this fall.

Kasper in Nashville

There is organized opposition in Little Rock, Nashville and the three North Carolina cities.

Although indicted twice by the courts, Frederick John Kasper, executive secretary of the Tennessee White Citizens' Council, has come to Nashville to "alert" the public. The New-Jersey-born segregationist has begun a campaig nsimilar to the one he organized at Clinton, Tenn., to prevent Negroes from attending schools with white pupils.

Whether he is successful depends upon how much of a following he can muster here. Kasper has also threatened to move into other communities this wall. Moreover, the White Citizens' Councils in other states are girding for battle.

The legal counsel for the Capital Citizens' Council in Little Rock launched the first legal attack last week against high school integration. Little Rock has ordered its high schools integrated; complete integration is to take place by 1963.

Arkansas, in common with Texas and most of the other Southern states, finds that the state laws conflict with the Federal laws. Four segregation laws are on the Arkansas state books; recently ten Negro ministers asked a Federal court to rule these illegal.

Texas Plans Halted

In Texas, where more than 100 districts with a white enrollment of 500,000 have been integrated, all further plans for desegregation have been temporarily halted. A law prohibits future integration until approved at a local election, with loss of state funds and fines against administrators for violation.

As a result, plans to integrate schools in Galveston, Port Arthur, Stamford (West Texas) and several other communities have been abandoned. Law suits have been filed in Federal courts to require Houston and Dallas to integrate their schools. The court has held Dallas must desegregate, but has set no specific time for it. Dallas has made several studies of the question; the school officials say they need more time to choose the best plan.

The Houston officials argue that they need several years to complete a building program. Without such a program, they say, Negroes and Whites would be compelled to attend the same schools, even though a free-choice integration system might be ordered.

Several Southern states have adopted a "pupil assignment" law, which they hope will keep integration to a legal minimum. Under this law, pupils are assigned to those schools that would be best for their general health, safety and welfare. Officials of the National Association for the Advancement of Colored People have called this a "ruse" to circumvent an honest application of the integration policy.

Few Negroes Accepted

The first test of this policy is now taking place in North Carolina. Although many Negro pupils appiled, only o dozen or so were accepted in the three cities that will desegrate this fall. For example, the Charlotte School Board accepted only five Negro children in the white schools. Twenty-four others were rejected. The board did not explain why some were permitted to go to the all-white schools, while others were turned down.

The Raleigh School Board did not accept any Negro students. And in Marion, the McOowell County Board of Education vetoed the applications of sixty-six Negroes who had sought admission to the white school at Old Fort. The pupils had asked to be assigned to the Old Fort School rather than the consolidated Negro school at Marion, thirteen miles away.

The legal counsel for the North Carolina N. A. A. C. P., C. O. Pearson, said, concerning the rejection of pupils through the pupil assignment laws:

"I think everyone understands that this procedure will be tested legally."

It is expected that one of the strongest efforts to end segregation in the South will be made in Virginia this fall. Virginia is an island of segregation. She is surrounded by Maryland, West Virginia, Kentucky, Tennessee and North Carolina, all now undre complete or token integration.

Law suits to bring about integration are pending in courts in at least five areas—Norfolk, Newport News, Charlottesville, Argington and Prince Edward County. N. A. A. C. P. lawyers have indicated they will make efforts to place Negro children this fall in white schools at Arlington and Charlottesville.

A 15-year-old Negro girl in Arlington has applied for admission to the Washington-Lee High School, now all white. Her application is in the hands of the pupil placement board. This board is empowered under Virginia law to assign pupils to specific schools for reasons other than race.

The constitutionality of the board is being challenged in the courts. At a special session last year, a law was passed that requires the withholding of state funds from a locality's public schools when any integration takes place. That, too, will be ultimately tested in the courts.

"As I see the picture now," Gov. Thomas B. Stanley said recently, "I am very hopeful that schools will open on a segregated basis in September as they have in the past."

Another likely trouble spot this fall is Western Kentucky. Although the integration program in Louisville has received national attention, threats have been made against it. But school officials, headed by Dr. Omar Carmichael, and the police have said that they would not stand for any tampering with the integration rulings.

Webster County officials have announced they will integrate in September on a voluntary basis. They have not spelled out the meaning of "voluntary." Last fall trouble broke out at Clay, in Webster County; the state militia was called out by Gov. A. B. Chandler.

"We will, of course, comply with the Federal Court order," said Wilbur Collins, Superintendent of Webster County Schools.

Integration has also been ordered for other counties in Western Kentucky. Union County (Sturgis) plans to integrate the ninth grade this fall; tenth grade in 1958, and eleventh and twelfth in 1959. Hopkins County proposes integrating first through fourth grades now, and the others through 1960.

There is no single pattern for gradual integration. Some school systems want to start with the first grade, as at Nashville; others are starting with the high school division, as in Little Rock.

The Kentucky Citizens' Councils have threatened to forestall integration in some areas. If trouble develops, observers believe, it will come in the rural areas of Western Kentucky, where feeling is still strong against the Governor for calling out the militia last September.

James A. Crumlin, a Louisville lawyer and president of Kentucky State Conference of the N. A. A. C. P., observed:

"We're just hoping that everything is going to work out all right. We'll continue to hope that to the very last."

This is the first of two articles on current integration problems. Tomorrow's article will deal with the effects of the Supreme Court's integration decision on Northern schools.

Integration Of Schools Coming To All South, Opinion Of Court Law, 'Candidate' Chandler Tells Atlantians

ATLANTA, Sept. 19 (AP)—Racial integration of all the schools in the South is coming, Gov. A. B. Chandler said today, but it will be "more of a problem in some places."

The Kentucky chief executive, a candidate for the Democratic presidential nomination in 1960, gave his views on the segregation issue, foreign policy and his political chances in a speech at a civic club luncheon and in interviews.

Chandler led up to his lone remark on segregation during his speech by telling of visits to the Dachua Prison Camp in Germany where thousands were slaughtered by the Nazis during World War II and to Israel where "I followed the way of the Cross."

"I'm not dodging any issues," he said, "but I wasn't present when God gave out the colors. If we're going to make an issue of it (segregation) we're outnumbered six or seven to one."

He later explained he was referring to the millions in other countries such as India and China who are not white.

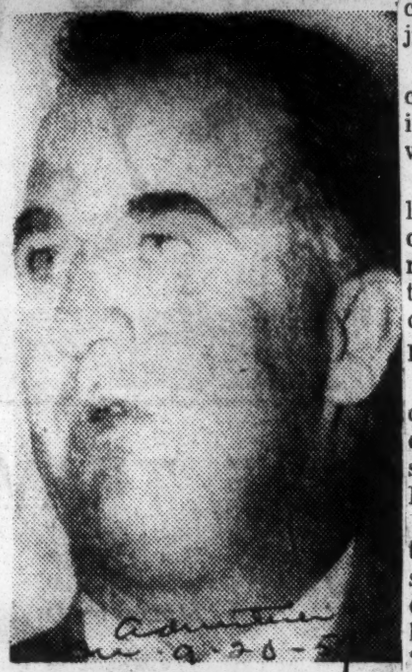
"The thing that troubles me," Chandler said, "is that the Russians make so much stock" of integration troubles in this country. At the same time the Russians are showing pictures of jeering mobs at schools in the South, he said, "we are spending millions of dollars trying to make friends."

"The opinion of the U.S. Supreme Court (on school integration) might have been precipitious," Chandler said, but "that is the law and we've got to keep it."

He pointed out that Kentucky has its schools 80 per cent integrated "without any substantial trouble." However, he noted that the Negroes in his state were only about 7 per cent of the total population.

Chandler said he has "not been critical" of Gov. Orval Faubus and he declined to offer any plan designed to end the apparent impasse between Faubus and the federal government.

He said he does not "belive in forcing anybody," but continued he saw "no chance for intermarriage or intermingling" as a result of school integration.



GOV. CHANDLER
Worried About Russians

The governor began his talk to the Atlanta Jaycees in a humerous vein, noting that it was "not a political speech although it is difficult to resist the urge with so many folks here."

FATHER A CONFEDERATE

He told a number of anecdotes mostly relating to his sons, Dan and A. B. Jr., both of whom attended prep school at Rome, Ga. He also said his father was a Confederate soldier who was shot at Shiloh. "I'm a Democrat because my daddy shot that way," the governor said.

Turning to a more serious vein, Chandler said "this is one world and we're part of it. Anything that affects any part of it for good or for ill affects the rest of us."

Under our system of government, he said, "the President makes the foreign policy." He said he had observed foreign policy under the late President Franklin D. Roosevelt, President Harry Truman and President Eisenhower and that whatever action they took "they did what ought to have been done."

He decried criticism of Sec. of State John Foster Dulles and pointed out that Dulles is "a personal representative of the President of the United States." The criticism, he said, "ought to be just, temperatre and decent."

"As for our foreign policy," he continued, "I think the politics in it ought to be stopped at the water's edge."

He told briefly of the discussions leading up to the first development of atomic power and said that now "they've got guided missiles they can put your name and address on."

KENNEDY 'NICE FELLOW'

"We're on the front seat of a cyclone," Chandler said, pointing out that "we don't know what Russia is going to do and the Middle East is explosive."

As for his political chances in the presidential arena, Chandler said he was "not a reluctant candidate." If the South doesn't support him, he added, Southern politicians "might as well write off their chances (on becoming president) well into the future."

He declined to speculate on any possible opponents for the nomination, declaring, "I don't want to do any advertising for anyone else."

Chandler said Sen. John Kennedy of Massachusetts, often mentioned as a hopeful, was "a nice young fellow."

The governor said he had "no information about what (Adlai Stevenson) expects to do except that he said last time it would be the last time he would run."

Chandler said he would not attend the Southern Governor's Conference beginning at Sea Island, Ga., Sunday night. He said he had to attend the formal inauguration of Dr. Frank Dickey as president of the University of Kentucky on Tuesday and would not have time to make the trip back.

Chandler Introduced 'As Governor Of Texas'

ATLANTA, Sept. 19 (AP)—Gov. A. B. Chandler of Kentucky today was introduced as "the governor of the great state of Texas."

The introduction was made by Garland Byrd, Atlanta businessman, who was pinchhitting for Sen. Herman Talmadge, called out of town on business.

Byrd referred to Chandler several times as being the governor of Texas and got a round of applause when he finally caught his mistake and changed it to Kentucky.

Then as he turned the floor over to Chandler he lapsed back to "the great state of Texas."

Chandler took the error in good humor and said, "I feel as though the eyes of Texas are upon me."

President Badges Show Up At Luncheon

ATLANTA, Sept. 19 (AP)—There were about a dozen "Chandler for President" badges present today as Gov. A. B. Chandler of Kentucky addressed Atlanta Jaycees.

Most of the badges were worn by a group of young law students who last week formed an organization known as "Young Voters League of Georgia."

Purpose of the group is to support the Democratic candidate, whoever he might be, by getting out the vote and similar actions. They wore the badges today, they said, "to try to give him (Chandler) a little morale boost."

BOWLES SEES HOPE FOR INTEGRATION

Says Nation Has 'Desire to Be Up and Doing'—Honored With Family

Special to The New York Times.

WASHINGTON, Nov. 6 — Chester Bowles, former Ambassador to India, asserted tonight that racial integration was "the primary domestic moral issue of our times."

Little Rock, Ark., as well as the Soviet satellite, he told the twenty-fifth anniversary dinner of the Experiment in International Living, has awakened America "to a desire to be up and doing again."

"Now we know that this deep disharmony in our national life can no longer be swept under the rug," he said.

Mr. Bowles' address responded to the group's conferring its first annual citation to "the Chester Bowles family—Chester, Dorothy, Barbara, Chester, Jr., Cynthia, Sally and Samuel."

The group is an educational organization working for international student exchanges. Its award recognized the Bowles family's "outstanding contribution toward peaceful understanding between nations on the People-to-people level."

The former Ambassador said it was imperative that this country restore the world military balance "dangerously upset" by the Soviet satellites.

But Mr. Bowles said that it was also necessary to make "a sweping reassessment of our relations to the world." politically, economically, ideologically.

Russians Well Trained

The challenge of Soviet education, he remarked, "extends far beyond Sputnik into this whole field of international relations."

"A heavy proportion of the Russianengineers, public health officials, technicians, scientists, doctors and other specialists who are now moving into the underdeveloped areas have had long training in the culture, history and ways of the nation to which they have been assigned," he said. "Many of them know the language. Those who do not are busily at work learning.

"Nothing could be more subtly flattering than this to sensitive Asian, African and Latin American peoples who are accustomed to hearing Britishers and Americans say, 'what's the use of learning the native language? Everyone who really matters here speaks English'."

New Type of Envoys Urged

Mr. Bowles advocated scrapping the "traditional concept" of an Ambassador—"a man of elegance and charm, moving confidently in high social circles, at his ease in any gathering, skillfully picking up useful bits of secret information over a teacup or a glass of champagne."

"American Ambassadors with sufficient courage to reject such artificalities will find themselves gaining new respect for themselves and their country among those people who count most in the nations to which they are assigned," he said.

He suggested that Ambassadors talk with members of cooperatives, businesses, labor unions, farm organizations and student organizations.

The anniversary dinner also honored Dr. Donald B. Watt, founder of the Experiment in International Living.

In a congratulatory telegram to Dr. Watt, President Eisenhower commended the group for "helping the young people of the world appreciate their common humanity and common human goals."

The anniversary celebration also saluted the 7,000 young Americans who served as unofficial ambassadors of goodwill when they lived with families in twenty-seven countries abroad. The Experiment also arranges reciprocal visits by foreigners to this country.

School Time Finds More Integration

Post-Herald Birm. Ala. Sun 9-3-57

BY THE ASSOCIATED PRESS

The start this week-end and next of the fourth school year since racial segregation was outlawed by the U. S. Supreme Court finds some notable progress toward integration in the South.

Much of the change is gradual and, more often than not, bitterly resisted. The emphasis is on the "deliberate" in the "deliberate speed" with which the court May 17, 1954, and May 31, 1955, ordered public school segregation ended.

Seven of 17 Southern and border states have succeeded so far in completely maintaining their traditional pattern of segregation. Among them is Virginia containing one of the five school districts against which the original integration ruling was directed.

The others are Alabama, Florida, Georgia, Louisiana, Mississippi and South Carolina.

The remaining states are moving along at varying speeds. The total number of Negroes admitted to hitherto all-white schools, however, still is very small, except in such border states as Kentucky, Missouri, Maryland, Oklahoma and West Virginia along with the District of Columbia.

Focal points of more recent moves to integrate are Charlotte, Winston-Salem and Greensboro in North Carolina; Nashville, Tenn.; and Little Rock, Fort Smith and North Little Rock, Ark.

What may be a signal for renewed integration pressure elsewhere came during a court hearing on an unsuccessful injunction proceeding in Little Rock. It was a statement of Gov. Orval Faubus regarding a segregation speech Georgia Gov. Marvin Griffin had made in Little Rock.

"Governor Griffin," related Faubus, "said Georgia has no integration. People began to wonder if Georgia can get by without it, why can't Arkansas."

But the injunction action, after brief victory in state court, was nullified Friday in Federal Court. Mrs. Clyde Thomason, who brought the petition, said she is not a lawbreaker and has no further legal plans.

Plans proceeded for the enrollment of about 15 Negroes today in Little Rock's Central High School of some 2000 pupils. Ministers pleaded for calmness while the governor watched nervously for "anything that might occur."

Limited integration likewise is scheduled in high school at North Little Rock and in the first grades at Fort Smith.

Court actions attended the integration steps in Charlotte and Greensboro. They were dismissed and six Negro pupils were scheduled for enrollment at white schools today at Greensboro, four at Charlotte and one at Winston-Salem.

The admission of such small numbers was assailed by the National Association for the Advancement of Colored People as a ruse to circumvent the Supreme Court decrees while appearing to go along with them.

All remained quiet at Nashville, the first large city south of Louisville, Ky., and the third in Tennessee to integrate. Some 13 Negro youngsters are registered along with 272 white pupils there for first grade classes beginning next week in five schools. All told, the total sixth grade enrollment is expected to reach 2000.

In the big state of Texas, the enrollment picture is varied. The eastern section containing the big cities of Houston, Dallas and Fort Worth remain segregated. Schools in the west and south are fully or partly integrated including San Antonio where the move began three years ago. Port Arthur and Galveston were scheduled to begin gradual integration this Fall but were halted by a new state law requiring a local option referendum.

Five of Virginia's 128 school districts are under federal court orders to integrate and a break may come during the year in the Old Dominion's racial barriers. Four have appeals pending and in the fifth, Prince Edward County, a federal judge has allowed officials an indefinite period to comply with the Supreme Court decrees.

Prince Edward was one of the five districts involved in the original desegregation ruling

751 Biracial School Districts Out of 2985 Integrated in South

Post and Times Herald Wash. D.C. Sat. 10-5-57

NASHVILLE, Oct. 5 (Spl.) Slightly more than one-fourth of the biracial school districts in 17 southern and border states were on a desegregated basis at the height of tension in the fourth school year since the U. S. Supreme Court decision, Southern School News reported here today.

Of 2985 biracial districts, the publication said, 751 had begun or accomplished the desegregation process. All but 15 of these were in border states and the District of Columbia.

In a month which saw the first dispatch of Federal troops to a scene of school strife and the first bombing of a public school building, West Virginia became the first state to end segregation in all its biracial school districts. Kentucky reported desegregation in six additional districts for a total of 105 and Oklahoma reported 214 of 243 biracial districts desegregated, two of them last month.

Seven states conducted all classes during September with public schools tightly segregated. They were Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina and Virginia. Mississippi reported no school entry petitions or attempts while one effort in Alabama resulted in violence.

Southern School News also noted withdrawal of some Negroes from desegregated schools, notably at Ozark, Ark., and at Louisville, and the failure of any Negroes to show up at Clay, Ky., newly desegregated school which was the scene of strife last year. Negro students also withdrew from a school in Charlotte, N. C., and a school at Deale, Md., under alleged harassment by white pupils or parents.

The stay of a court order in Virginia averted a showdown in Arlington County over the state's pupil placement law, and Southern School News reported that this action "also means that the showdown over the state's resistance policy may come in Norfolk, Newport News or Charlottesville (where court actions are pending) just as soon as in Arlington."

A state-by-state summary of developments follows:

ALABAMA—Public schools opened on a segregated basis with an incident at one school in Birmingham where a Negro minister was beaten after trying unsuccessfully to enroll his two daughters.

ARKANSAS—Two districts desegregated their schools as planned, but a third tried desegregation and abanoned it, and a fourth called it off. The fifth district with desegregation plans—Little Rock—saw state troops at first block Negro pupils, then demonstrations following withdrawal of the militia, and finally Federal troop enforcement of the desegregation order under President Eisenhower's direction.

DELAWARE — State school officials readied a desegregation plan for all segregated districts but said they would not release it pending a court decision.

DISTRICT OF COLUMBIA —The new president of the District's board of education said the one-year integration plan had made the changeover from segregation a success.

FLORIDA — Police barricades were erected around a Pompano Beach school after rumors that Negroes would attempt to enroll there. None appeared.

GEORGIA—All schools segregated.

KENTUCKY — Minor disturbances occurred at Sturgis, where 18 Negroes enrolled under protection of state police and where, last year, National Guard troops were maintained for 18 days. The state now reports 105 desegregated districts.

LOUISIANA—Schools opened uneventfully—and segregated.

MARYLAND — Whites and Negroes were reported attending classes together in 275 of the state's 1000 schools, while some disorders occured at one school, and a lone Negro child was withdrawn fom a second school.

MISSISSIPPI — Schools opened segregated.

MISSOURI—A third-year integration study in Kansas City showed that shifts in school population largely followed the general housing pattern, as it in turn altered.

NORTH CAROLINA — The state's three newly-desegregated school districts were reported quiet a few weeks after schools opened though one Negro girl withdrew from a Charlotte school after reported white student harassment.

OKLAHOMA — Two more school districts were desegregated—both as the result of court action.

SOUTH CAROLINA—Public schools opened peacefully —and segregated.

TENNESSEE — With three exceptions, Tennessee's school districts remained segregated. Schools opened without incident this year at Clinton, strife-torn in 1956, and a building was bombed in Nashville as first-grade desegregation was completed under police protection.

TEXAS—The Dallas school board voted to appeal court-ordered desegregation for the mid-winter term.

VIRGINIA—A last minute court order averted a showdown in Arlington County on whether schools would be closed to prevent integration. Use of the pupil placement law was restrained by a court in Richmond.

WEST VIRGINIA — The state became the first to end segregation in all its biracial districts when Hampshire County opened two of its schools to Negroes.

North Moves to Eliminate Color Line in Its Schools

By BENJAMIN FINE

The North has its integration problems, too. The Supreme Court's decision outlawing "separate but equal" schools has left its mark in all parts of the country. During the three years since the ruling on May 17, 1954, there has been considerable agitation to end segregation in states north of the Mason and Dixon's line.

The problems are somewhat different from those in the South. Most of the woes are caused by the residential patterns in the North, as well as the South. Negroes usually live in certain districts or areas within a community. As a result, their children attend schools that are predominantly all-Negro.

Of late, there has been a slow shift in population trends. Some Negroes are moving to the suburbs. Others are entering public housing developments, on a biracial basis. Schools are getting a greater proportion of Negroes, under these circumstances.

A Survey Made Here

The result has been agitation by leading Negro groups to hasten integration. New York City is a prime example. The fight over integration is gaining momentum. Two years ago the Board of Education appointed a Commission on Integration to survey existing conditions and make necessary recommendations.

This last spring the six subcommissions reported to the board. Their recommendations covered such areas as community relations, zoning, teacher placement and substandard school facilities. Two of the reports — those dealing with zoning and with teacher assignments — created considerable controversy.

The commission urged the school board to re-evaluate its present policy on integration. It proposed that wherever possible, existing de facto segregation be modified. They urged that experienced teachers be assigned to the "difficult" all-Negro or predominantly Puerto Rican schools. And they asked that school districts be modified on the junior and senior high school levels to permit greater integration patterns.

Major Problems for North

The integration commission is not satisfied with the efforts by Dr. William Jansen, Superintendent of Schools, or the Board of Education, in implementing the recommendations. The commission will meet with Charles H. Silver, board president, early next month to air its grievances.

What are the major problems facing the Northern states on the de-segregation issue? Legally, these states have outlawed segregation. The statute books insist that all children, regardless of race, creed or color, attend the same schools. In practice, though, there are often gaps between what the law says and what actually takes place.

Recently the National Association for the Advancement of

NORTH IS FIGHTING OWN SCHOOL BIAS

Continued From Page 1

Colored People, New York State Conference of Branches, presented a memorandum to Dr. James E. Allen, New York State Commissioner of Education, outlining the steps some communities take to circumvent the laws on segregation. The association charged that in some instances segregation had been preserved or extended by these means:

¶The manner in which school zone lines have been drawn.

¶The selection of sites for new schools.

¶The practice of permitting white children in predominantly Negro zones to transfer to other schools.

¶The failure or refusal to alter school zone lines to include white children attending overcrowded schools in proximity to all-Negro or predominantly Negro schools when the latter schools become under-enrolled because of population shifts.

¶The practice of expanding schools in all-Negro or predominantly Negro areas to take care of increased Negro populations in these areas rather than alter school zone lines to permit Negro children to attend other non-capacity schools.

Employment of Teachers

In addition to the de facto segregation, the charge is frequently leveled at Northern school boards that they discriminate in the employment of Negro teachers. Some of the metropolitan suburban areas are gradually appointing Negro instructors. But thus far it is done on a token basis. A suburban school system will boast that it has employed one or two Negroes on its faculty.

A case is now pending in the courts to compel the Union Free School District 16, Elmont, Nassau County, N. Y., to employ a Negro teacher. Mrs. Dorothy Brown applied for a teaching post, but when it was learned that she was a Negro, the suit charges, she was not employed.

Whatever the outcome of the Brown case, it is well known that it is not so easy for a Negro to get a teaching post as a white teacher.

When some 500 Southern Negro teachers lost their jobs because of desegregation, school officials in this city suggested that they apply for positions here. Vacancies exist in junior and senior high schools.

That was two years ago. It now appears as if not a single one of the discharged Negro teachers found the way into the New York City school system.

New York is also plagued with law suits over its zoning laws. Two are pending in the courts, seeking to overthrow the district lines that separate Negro from white or mixed schools. Here the pupils were assigned to schools in their own district. But the suit charges that the pupils would be forced to go to inferior all-Negro schools. The parents say they are ready to transport their children to schools out of their district, and a mile or more away from their homes.

These suits are being watched with great interest by school officials as well as parents. Upon their outcome may well depend the speed with which this city ends de facto segregation.

But New York is not alone with its woes and integration headaches. Comparable problems exist in many major cities of the North.

In the Philadelphia school system, most schools are mixed. Where they are not, it is because of residential patterns.

Where schools are all white or all-Negro, the teachers and administrators also are either all-white or all-Negro. There is some agitation for faculty integration but the Board of Education has rejected the request. It points to the "peaceful and wonderful" progress over the last decade. In the public schools where the pupils are mixed, the teachers are, too.

The Philadelphia Teachers Association, a 6,000-member affiliate of the National Education Association, recently elected its first Negro, a woman, as its president.

Gov. George M. Leader reported on May 15 that a survey by the Department of Public Instruction had showed that three Pennsylvania school districts practiced limited segregation of Negro pupils. The Governor threatened to cut off state funds and invoke legal sanctions against the districts unless segregation was eliminated. Governor Leader fixed Oct. 1 as the deadline for compliance.

In Chicago and its surrounding area, the integration question is beginning to attract attention. There are four all-Negro high schools in Chicago and three others that have more than 90 per cent Negroes.

The big problem the county school system faces is the placing of Negro teachers. Their numbers have been increased by migration from the South.

Of 10,000 teachers in the county districts, only 100 are Negroes; sixty of these are in one dstrict—Robbins. Although Illinois law bars discrimination because of race, many districts do not hire Negroes.

Elsewhere in the state all-Negro schools exist because of residential patterns and in some cases because of traditions and habits. An example of the latter is in Cairo, where the Negro population is fairly evenly distributed in the community and children may choose their school. Although they have the option, Negro children continue to attend the schools Negro children have always attended.

The National Association for the Advancement of Colored People in Chicago is making a study to find means to end de facto segregation. Two workshop conferences on the problem have been held this month.

Facing the Problem

One suggestion is that integration would be promoted in Chicago by changing school districts to run from East to West instead of from North to South. Integration in high schools could be increased if the arrangements for feeding elementary school graduates into high schools were revised, it has been suggested.

A bill that would have required Chicago to redraw its school district lines was defeated in the Legislature at the last session. Incidentally, the rezoning issue is giving New York City school officials their greatest headache.

The non-white population of Detroit is estimated at 360,000 out of a total population of 2,000,000. Here, as in the other Northern cities, the most serious racial problem stems from residential segregation. As a consequence, Detroit has many schools with a great preponderance of Negroes and others with great preponderance of whites.

Although there is concern about this situation, there is evidence that the Board of Education and citizens groups are facing up to this problem. The Commission on Community Relations reports increased moves at various economic levels toward integrated housing patterns. If continued, this trend would mean more mixing in the city's schools.

In general, the situation in suburban communities is similar to that in Detroit. However, a few have maintained a lily-white status through tacit residential restrictions.

The Greater Cleveland school boards are confronted with many integration problems. A few Cleveland schools in predominantly colored districts have a 100 per cent Negro enrollment. Others have from 5 to 70 per cent.

In Cleveland's numerous suburbs, segregation is a matter of boundaries. In recent years Negroes have been moving in large numbers to the outskirts of the city, but with several minor exceptions nave not succeeded in moving into the suburbs.

Despite the setbacks for integration in the North, one fact emerges clearly: segregation is not encouraged, nor is it the policy of the school boards. It is a community problem, based on the reluctant or even cynical acceptance, in some communities of Negro residents. It is basically a residential pattern, which has concentrated the bulk of all Negroes within definite areas in each community.

But with this residential trend breaking down, and with a gradual spreading of Negroes other districts, the question of school integration will assume growing proportion in the next few years.

As New York City has found, integration will not lie still much longer. The North, as well as the South, has learned that the Supreme Court decision of May 17, 1954, has left a host of still-to-be-answered questions in its wake.

Integration Roundup

BALTIMORE

Battles over public school integration were still raging in nine states last week, with Gov. Orval Faubus' "throwing in the sponge" at Little Rock, Ark., by withdrawing National Guardsmen from Central High School being the highlight.

The colored children were expected to return to Central High on Monday.

Meanwhile, in other states:

RICHMOND, VA. — More than 100 pupils barred from school because parents refused to sign placement forms returned to classes last week after Judge Sterling Hutcheson ruled the state's pupil placement law unconstitutional.

Also in Richmond, NAACP attorneys have filed a brief in U.S. Fourth Circuit Court of Appeals asking that court to reverse Judge Hutcheson who refused to set a date for beginning integration in Prince Edward County schools.

In their petition of appeal, the lawyers ask the Circuit Court to reverse the judge's decision and return the case to the lower court, directing the judge to set a definite date for integration of the schools. Arguments on the appeal are to be heard on Oct. 14 by Judge Hutcheson, in an opinion handed down last January ordered integration of the schools but set no definite date over objections of the NAACP attorneys.

NEW ORLEANS — The U.S. Military Academy has shifted its Nov. 16 football game with Tulane University from New Orleans to West Point because of a Louisiana law requiring segregated seating in stadiums in this state.

Joint announcement by the Military Academy, Washington, and Tulane University officials here said the game would be played on the date originally set but at the Stadium in West Point.

* * *

ANNAPOLIS, MD. — Dr. Harry N. Wright, physician with offices in Washington, decided not to send his 6-year-old son back to integrated Broadneck Elementary School "under any circumstances."

The physician acted after windows in the school had been smashed by bricks, a Klan cross burned in front of his home and Gov. Theodore R. McKeldin had promised state police protection for the lad if he was sent back to the school.

* * *

KNOXVILLE, TENN. — Integration in reverse took place here last week when Knoxville College, supported by the United Presbyterian Church, enrolled its first two white students under a new exchange program with Wilmington (Ohio) College.

President James A. Colston identified the two students as Miss Janeal Turnbull of Cleveland and David Berger of Newark, Ohio. Two Knoxville students, Mrs. Jansetta Waters Lewis of Knoxville and Kenneth Howard of Dayton, have enrolled at integrated Wilmington.

* * *

LEVITTOWN, PA. — Dogwood Hollow, the scene last month of racial disorders after a colored family moved into the formerly all white community, opened its elementary school with a colored teacher in the fifth grade.

Despite the noise of plumbers putting finishing touches on heating apparatus, Donald T. Burton, 26, the teacher, and the parents were calm even with the added intrusion of photographers and newsmen.

* * *

NEW YORK — Some 100 colored and Puerto Rican parents picketed near City Hall Thursday morning to protest conditions in schools their children attend, according to a spokesman for the group.

He said they were protesting "the substandard conditions existing in schools attended by our children and the delayed implementation of the recommendations of the board of education's commission on integration."

After more than an hour of picketing, Mayor Wagner met with a delegation of 10 persons from the picket line accompanied by Councilman Earl Brown. A conference was arranged for 10 a.m. Wednesday of this week.

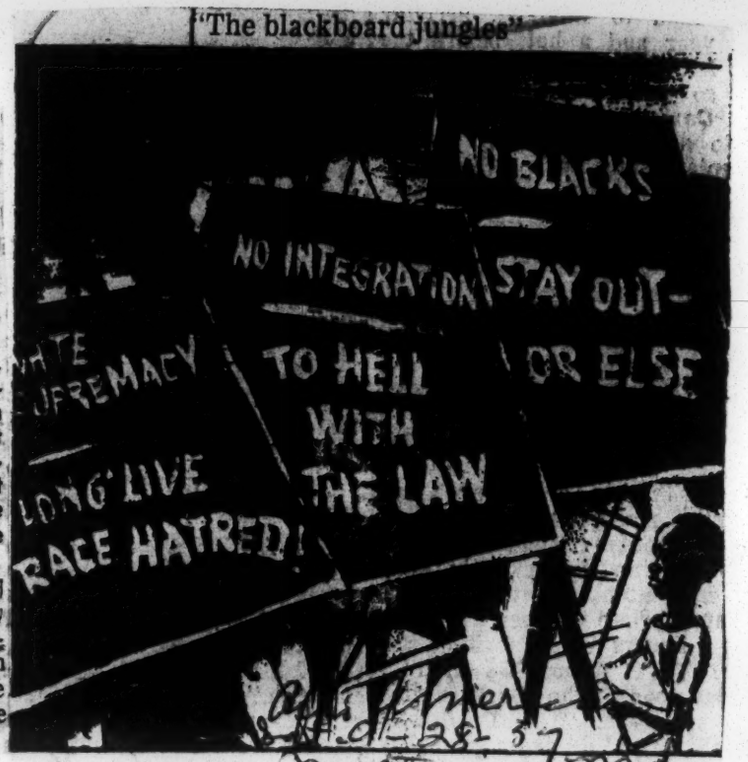
* * *

ARLINGTON, VA. — An NAACP attorney turned over under court order some of his fee records to the Virginia Legislative Committee on Racial Activities, reportedly under protest.

According to the committee, however, it did not get records covering the period in which a school integration suit was filed against the Arlington County School Board, so it gave the lawyer "several more days" to find and submit these records.

The order had been issued by Judge William D. Medley of Arlington Circuit Court requiring the attorney to turn over to the committee his fee book for the period from June 1950 through June 1955.

"The blackboard jungles"



Vicky in The London Daily Mirror

Color Line in North Faces New Pressure by Negroes

NEW YORK, Aug. 26—The North has its integration problems, too. The Supreme Court's decision outlawing "separate but equal" schools has left its mark in all parts of the country. During the three years since the ruling on May 17, 1954, there has been considerable agitation to end segregation in states north of the Mason and Dixon Line.

(This is the firstof two articles. The second wil deal with integration problems in the South).

The problems are somewhat different from those in the south, although most of the woes are caused by the residential patterns in the North as well as in the South. Negroes usually live in certain districts or areas within a community. As a result, their children attend schools that are predominantly all-Negro.

Of late, there has been a slow shift in population trends. Some Negroes are moving to the suburbs. Others are entering public housing developments, on a biracial basis. Schools are getting a greater proportion of Negroes, under these circumstances.

CLIMAXES SURVEYS

The result has been agitation by leading Negro groups to hasten integration. New York City is a prime example. The fight over integration is gaining momentum. Two years ago the Board of Education appointed a commission on integration to survey existing conditions and make necessary recommendations.

Last spring the six subcommission reported to the board. Their recommendations covered such areas as community relations, zoning, teacher placement and substandard school facilities. Two of the reports—those dealing with zoning and with teacher assignments—created considerable controversy.

The commission urged the school board to reevalutate its present policy on integration. It proposed that wherever possible, existing de factor segregation be modified. They urged that experienced teachers be assigned to the "difficult" all-Negro or predominatly Puerto Rican schools. And they asked that school districts be modified on the junior and senior high school levels to permit greater integration patterns.

The integration commission is not satisfied with the efforts by Dr. William Jansen, superintendent of schools, or the board of education, in implementing the recommendations. The commission will meet with Charles H. Silver, board president, early next month to air its grievances.

What are the major problems facing the Northern states on the desegregation issue? Legally, these states have outlawed segregation.

Recently the National Assn. for the Advancement of Colored People, New York state conference of branches, presented a memorandum to Dr. James E. Allen, New York state commissioner of education, outlining the steps some communities take to circumvent the laws on segregation. The association charged that in some instances segregation had been preserved or extended by these means:

zone lines have been drawn.

2. The selection of sites for new schools.

3. The practice of permitting white children in predominantly Negro zones to transfer to other schools.

WON'T ALTER ZONES

4. The failure or refusal to alter school zone lines to include white children attending overcrowded schools in proximity to all-Negro or predominantly Negro schools when the latter schools become under-enrolled because of population shifts.

5. The practice of expanding schools in all-Negro or predominantly Negro areas to take care of increased Negro populations in these areas rather than alter school zone lines to permit Negro children to attend other non-capacity schools.

In addition to the de facto segregtaion, the charge is frequently leveled at northern school boards that they discriminate in the employment of Negro teachers. Some of the metropolitan suburban areas are gradually appointing Negro instructors. But thus far it is done on a token basis.

CHARGES DISCRIMINATION

A case is now pending in the courts to compel the Union free school district 16, Elmont, Nassau County, N.Y., to employ a Negro teacher. Mrs. Dorothy Brown applied for a teaching post, but when it was learned that she was a Negro, the suit charges, she was not employed.

New York is also plagued with law suits over its zoning laws. Two are pending in the courts, seeking to overthrow the district lines that separate all-Negro from white or mixed schools. Here the pupils were assigned to schools in their own district. But the suit

charges that the pupils would be forced to go to inferior all-Negro schools. The parents say they are ready to transport their children to schools out of their district, and a mile or more away from their homes.

These suits are being watched with great interest by school officials as well as parents. Upon their outcome may well depend the speed with which this city ends de facto segregation.

But New York is not alone with its woes and integration headaches. Comparable problems exist in many major cities of the North.

FACULTY INTEGRATION

In the Philadelphia school system, most schools are mixed. Where they are not, it is because of residential patterns.

Where schools are all white or all-Negro the teachers and administrators also are either all-white or all-Negro. There is some agitation for faculty integration but the board of education has rejected the request. It points to the "peaceful and wonderful" progress over the last decade. In the public schools where the pupils are mixed, the teachers are, too.

Gov. George M. Leader reported on May 15 that a survey by the department of public instruction had showed that three Pennsylvania school districts practiced limited segregation of Negro pupils. The governor threatened to cut off state funds and invoke legal sanctions against the districts unless segregation was eliminated. Leader fixed Oct. 1 as the deadline for compliance.

In Chicago and its surrounding area, the integration question is beginning to attract attention. There are four all-Negro high schools in Chicago and three others that have more than 90 per cent Negroes.

The big problem the county school system faces is the placing of Negro teachers. Their numbers have been increased by migration from the south.

Of 10,000 teachers in the county districts, only 100 are Negroes; 60 of these are in one district—Robbins. Although Illinois law bars discrimination because of race, many districts do not hire Negroes.

The non-white population of Detroit is estimated at 360,000 out of a total population of 2,000,000. Here, as in the other northern cities, the most serious racial problem stems from residential segregation. As a consequence, Detroit has many schools with a great preponderance of Negroes and others with great preponderance of whites.

Although there is concern about this situation, there is evidence that the board of education and citizens groups are facing up to this problem. The commission on community relations reports increased moves at various economic levels toward integrated housing patterns. It continued, this trend would mean more mixing in the city's schools.

In general, the situation in suburban communities is similar to that in Detroit. However, a few have maintained a white status through tacit residential restrictions.

The greater Cleveland school boards are confronted with many integration problems. A few Cleveland schools in predominantly colored districts have a 100 per cent Negro enrollment. Others have from 5 to 70 per cent.

In Cleveland's numerous suburbs, segregation is a matter of boundaries. In recent years Negroes have been moving in large numbers to the outskirts of the city, but with several minor exceptions have not succeeded in moving into the suburbs.

Despite the setbacks for integration in the North, one fact emerges clearly: segregation is not encouraged, nor is it the policy of the school boards. It is a community problem, based on the reluctant or even cynical acceptance, in some communities, of Negro residents. It is basically a residential pattern, which has concentrated the bulk of all Negroes within definite areas in each community.

Some Reactions To School Integration Over South

Reaction to public school integration around the South met varied and sundry reaction Tuesday ,revealing the action of an anti-integrationist governor to demonstrations by adults and student groups against the High Court's decree.

In Sturgis, Kentucky, an angry crowd of almost 1,000 white persons heckled and threw rocks at 18 Negro students who enrolled in the all-white high school.

The crowd had swelled from a morning crowd of 300 to three times that size by the time school was dismissed at noon as planned.

800 STUDENTS

The angry adults were joined by most of the 800 white students as soon as registration was completed and the mob then heckled and threw rocks at the five cars which carried the Negroes from the school.

No one was injured seriously, but the rear window of one of the cars was knocked out and the paint on all of the cars was scratched and chipped.

POLICE CHECK MOB

Five carloads of state police battled to keep the mob in check. School authorities said "it could have been worse," but added there were rumors that F. B. I. agents and U. S. Marshals were in the area and people were afraid of being arrested for breaking a federal injunction ordering integration at the high school.

Sturgis was the scene of similar demonstrations last year when nine Negroes were enrolled. Finally, the National Guard was called out to quell the rioters and the Negro students were forced to drop out.

However, parents of the Negroes obtained a federal court injunction in Owensboro, Ky., making integration compulsory this year.

The angry mob, besides jeering at the Negroes, taunted the white teachers inside the building to come out.

Photographers and newsmen at the scene also were pelted with pop bottles and rocks.

No one was arrested and there was no indication that school would be closed today.

Rumors were rife that National Guard troops would be moved in today, as the ywere in Little Rock, Ark., to maintain order.

However, at Frankfort, Ky., Harry Davis, Gov. A. B. (Happy) Chandler's secretary, said:

"As far as we know, the Negro students were enrolled and state police are keeping order. There is no move afoot to send the National Guard to Sturgis."

Meanwhile, 50 Negro students were enrolled in two grade schools in Henderson. Ky. No incident was reported.

There were reports that four Negroes would attempt to enroll today at the high school in Morganfield Ky., 12 miles north of Sturgis.

Jerry Waller, president of the White Citizens Council of Union (Sturgis) County, said white residents would be on hand to protest such a move if it does occur.

GREENSBORO, N. C.

More than 100 heckling adults milled in the streets as five Negro children were integrated into a Greensboro Grammar and Junior High School.

No violence was reported. Police said only jeering comments were made among the crowd.

FOUR BOYS, ONE GIRL

The mild demonstration occurred at Gillespie Park elementary and Junior High School where four Negro boys and a girl began classes, marking the initial public school desegregation in North Carolina.

Another Negro child will start class at a formerly-white Greensboro senior high school today, when integration will also begin at Charlotte, where four Negro pupils are enrolled on a desegregated basis.

U.S. Can't Force Integration In Georgia, Official Vows

AUGUSTA, Ga., Oct. 30 (AP)—The federal government can't hire enough soldiers to force racial integration in Georgia schools, Lt. Gov. Ernest Vandiver said tonight.

The unannounced candidate for governor cited figures that "the federal army of occupation" at Little Rock, Ark., costs $200,000 a day, or about $22,000 daily for each "integrated" student.

"Let me," he said, "sound this warning to oppressed American taxpayers everywhere that it is you are paying for this folly.

"And let me declare, here and now, firmly, solemnly, that there is not enough money in the federal treasury to force us to mix the races in the classrooms of our schools in Georgia."

Vandiver, in a speech prepared for delivery before the Peace Officers' Assn. of Georgia, thus emphasized that he stands ironclad against any easing of the racial barrier in his state.

He called President Eisenhower, who ordered the soldiers into Little Rock, a modern-day Caesar and men about him—"Nixon, Warren, Dewey, Brownell and Company"—"morely henchmen."

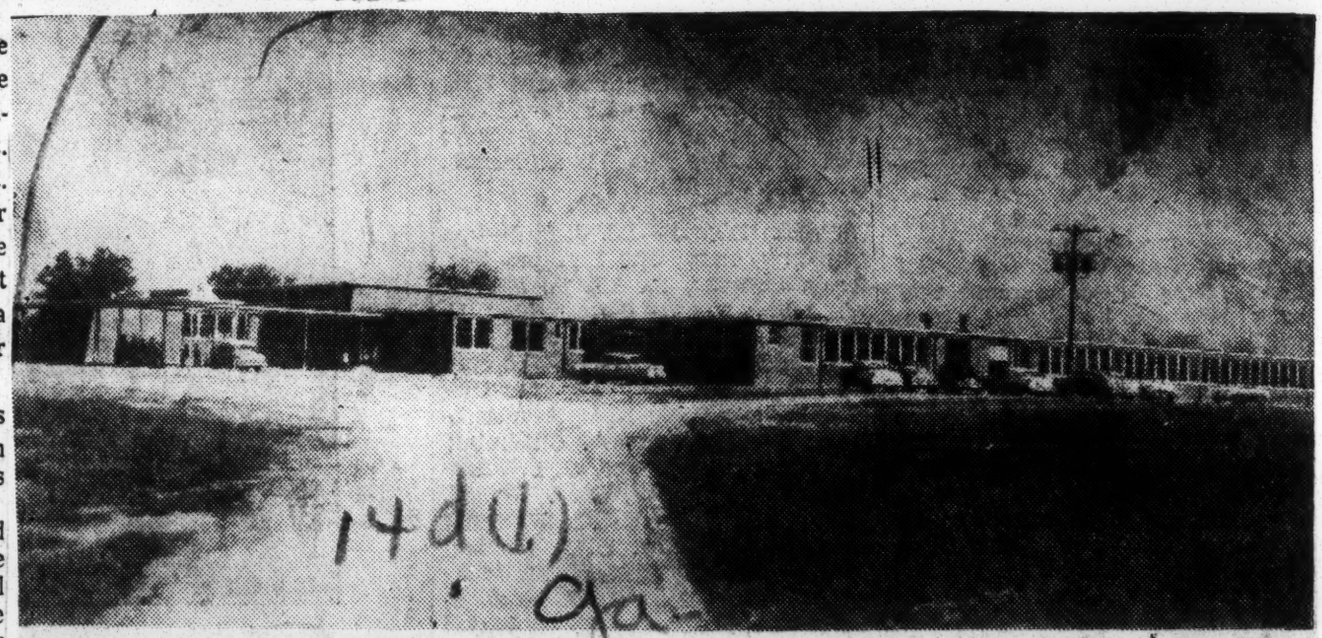
Tonight, he avowed, we send a message to them:

"Georgians entertain no thought of surrender.

"We will not knuckle under.

"We will not capitulate.'"

He said that although Georgians cherish their public schools, they will unhesitatingly abandon them before submitting to "judicially-enforced integration, at the bayonet point, or otherwise."



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SCHOOL NAMED FOR MORRIS BROWN PRESIDENT — Like a page from "This is Your Life" the Schley County Board of Education has preserved for posterity the remarkable accomplishments of a native resident, Dr. John H. Lewis, by naming for him a new $300,000 Negro public school at Ellaville, Georgia.

During this week amid centennial drama and fanfare, the town of Ellaville, located 120 miles southwest of Atlanta on U. S. highway 19, will recount the honored events and personalities. Intermingled in such recollections will be thought of Negro youngsters who managed to succeed in spite of the humble circumstances which characterized rural life at the time of his birth.

It is remarkable that the fullfillment of the "American Dream" could have occurred for anyone confronted by inferior educational opportunities is an uncultivated Southern region. Nevertheless, Dr. Lewis worked his way to a distinguished education which includes degrees from Morris Brown College and Yale and Chicago Universities. Of prime significance is the fact that his honors were earned during an area when only a few Americans achieved even a secondary education. Currently, Dr. Lewis is President of Morris Brown College of Atlanta, Georgia—an institution with an enrollment of more than 800 students.

It is noteworthy that Ellaville salutes this man's accomplishments and immortalizes them through the erection of the modern John H. Lewis school on a twenty-acre plot in the land of his birth.

Georgia Has Private School Plan Ready If It Is Needed

Jackson Miss. Daily News p. 10A
Sun 11-10-57

Last Resort, But Would Answer Integration Moves

ATLANTA — If and when a final federal court order directs a Georgia school to integrate, the stage will be set to test the state's ultimate weapon to avoid mixed classrooms—private schools.

It is an untried, drastic weapon that involves closing the public schools. But the state's political leadership appears determined to use it as a last resort against race mixing in the schools.

Many of these leaders contend this determination to abandon the public school system in favor of a private school plan is a chief reason why no suits have been filed in Georgia seeking integration at the public school level.

No one knows how soon an effort will be made to implement the Supreme Court's 1954 desegregation decision in this state. But the machinery for private schools has been enacted on a standby basis by the General Assembly.

THE USE OF FEDERAL TROOPS to enforce a court desegregation order in Little Rock has stirred renew interest in the private school idea and in how it would work.

Many details for setting up and operating private schools remain to be formulated. But some broad generalizations can be drawn from the legislation on the books and from the thinking of the legal architects of the plan.

In the first place, the private school plan is not likely to become a reality in the very near future or without advance warning. Many legal steps and arguments remain between the present public school system and private schools.

Private schools will not come into being in any school district until the state has exhausted all legal machinery for preserving segregation within the framework of the present public school system.

NEGRO LEADERS have not yet mounted a serious drive to gain admittance to white schools.

Nor is the private school plan, when and if it is invoked, designed to supplant at a single stroke the entire public school system throughout the state.

The plan is to let each of the state's 200 school districts, comprising 159 county and 41 independent city systems, stand on its own feet. One system may be converted to private schools while others continue under public schools.

At least that's how the planners of the private school plan hope it will work.

What the Federal courts may say about the legality of the whole matter is another question. It contains provisions of doubtful constitutionality in the eyes of many lawyers.

THE STATE Constitution demands segregation in the public schools. And beginning in 1953, the General Assembly inserted a provision in the appropriation act that will automatically shut off all state money to any system in which a school is directed to integrate by a final order of the federal courts.

Under this provision, all schools in the system would lose state aid even though only one of them might be directly affected by an order to integrate.

Since most school systems, particularly those in rural areas, depend heavily on state support, loss of this money would have the practical affect of closing the Schools in a district under a desegregation order.

BEGINNING in 1954, a series of measures was approved setting up the machinery for private schools in a district whose state support has been shut off.

The first — and key — measure was a constitutional amendment approved by vote of the people in November, 1954, after a bitter fight authorizing the General Assembly to make grants of state and local funds direct to citizens for educational purpose.

This amendment cleared the way for making payments to the parents of children in a system in which the schools have been closed to finance their schooling at private institutions.

Next, the Legislature in 1955 enacted a tough law forbidding the spending of any tax money—state or local—for the suppport of an integrated school. Any official, state or local, failing to comply would be guilty of a felony.

THIS LAW would prevent a public school system, such as Atlanta, from attempting to continue the operation of its schools on an integrated basis wholly from local funds.

In 1956, the Legislature enacted five laws that form the heart of the private school idea.

The key measure would authorize the governor to close the schools in any district under a desegregation order and to make grants of state and local tax money to every schoolage child in the district.

THESE GRANTS would have no strings attached except that they must be used for educational purposes. The theory is that parents of the child would pay the money as tuition to a private school which would replace the public institution.

With the educational grant, a child could go to a private Negro school or a private integrated school. The State would have nothing to say about that.

The amount of the grant per child would be based on the total amount spent from local and state sources in the district in the year before the schools were closed.

No official effort has been made to estimate how much the grant per child would be in a particular district. But based on present total school spending and the number of students attending schools, the statewide average would be in the neighborhood of $200 per year.

HOWEVER the amount spent per child would vary from system to system.

The governor is authorized to set up rules and regulations for administering the grants. But so far none has been drafted.

The other key provisions in the 1956 private schools law authorizes local school boards to lease buildings and other school property to be used for educational purposes to "any person, group of persons, or corporation which is or will be bona fide engaged in the operation of a private school."

It also would permit local school boards that are leasing classrooms constructed and owned by the State School Building Authority to sublease them to private school operators. The Building Authority owns about 7,000 of the 22,000 classrooms now in use.

The theory behind the leasing laws is to permit local individuals or groups to take over the school buildings closed as a result of a desegregation order and operate them as private schools.

The 1956 legislation also would protect teacher retirement benefits of teachers employed by private schools.

At the present time, both the teacher and the state make payments into the Retirement Fund. Under this law, the private school, as the teacher's employer, would make the contribution instead of the state.

ANOTHER provision included in the private school legislation would require the private operators to have their buildings inspected for fire hazards by the state fire marshall.

The Legislature this year added another law fitting into the plan to close the public schools. It authorized the governor to suspend the compulsory attendance requirement in a district ordered to integrate its schools.

This would prevent parents residing in an affected district from violating a state law for not sending their children to school.

The private-school laws will remain inoperative so long as the public schools remain segregated. But a real push to integrate the schools in Georgia would set the private school plan in motion.

HERE IS how the plan would probably work if a federal judge ordered a Georgia school to integrate and the Supreme Court backed up the order:

Once the court decree became final, state money going to all schools in the district would be stopped automatically. The local officials would be forbidden to try to keep the schools going on an integrated basis with local money.

Next, the governor would issue an order formally closing all public schools in the local system — including those, white and colored, not directly involved in the desegregation order. He would also suspend the compulsory attendance laws for that district.

The governor would then determine how much the individual grant of state and local funds for each child of school age would be and make arrangements for distributing it to the parents. The parents would use the money to obtain schooling for their children under private auspices.

The next step would be for local individuals, or groups, to set up private organizations to take over the closed school facilities and operate them as private institutions.

BUILDINGS and other school property will be leased from local boards of education. Teachers formerly employed by the local school board and paid from state funds would be hired by the private school organization.

The presumption is that children who attended a particular public school would attend the same school after it was reopened on a private basis. The school would, of course, remain segregated.

Money received from the state in the form of grants would be paid to the private school organization as tuition to pay teachers, operate school buses, buy supplies, maintain buildings and defray other school operating costs.

THERE WILL BE countless questions and problems in connection with the proposed private school arrangements.

What, for example, would happen to school accreditation?

What if an insufficient number of students enroll in a particular private school to support its operation?

What if most of the teachers seek employment in other states rather than participate in the private plan?

What if get-rich-quick operators attempt to make a racket of private education?

How can the state make sure the private school grants are used for education of the child rather than as a windfall to the parent?

And most important, what would the Supreme Court say about the whole idea.

THERE ARE MANY critics of the private school idea that say it will be knocked out before it gets off the ground as an obvious subterfuge to get around an integration order.

But its supporters say if the schools are really made private—with no state or local government supervision or participation whatsoever—the court can't touch it.

What if the plan is tried, found unconstitutional and the governor enjoined from passing out private grants?

In the absence of additional legislation, the schools in a district under a desegration order presumably would remain closed indefinitely. State support to the system involved would remain cut off regardless of the fate of the private school grants.

Leaders in the state's fight against integration do not believe the Supreme Court can find constitutional authority to force a state to provide public school education.

ACTUALLY, the propontnts of the private school idea do not think a move will be made in the vast majority of rural counties to place Negroes into white schools.

The chief losers under the private school idea would probably be the Negroes. While the better-organized and better-financed whites would unquestionably move quickly to try to provide private schooling for their children, Negro parents would probably have a tougher time organizing and operating private schools.

The adequacy of such a private school system for whites or Negroes is a question that bothers many educators and parents.

Finding Successor To Miss Jarrell Is Task, Official Says

Daily World Atlanta, Ga. Tues. 7-9-57

Finding a successor for Miss Ira Jarrell, present superintendent of the Atlanta Public Schools when she retires in three years will "be the most important task of the new Board of Education, board members Pete Latimer said here Monday.

Mr. Latimer was the featured speaker for Atlanta Rotary Club and also present were four new members of the board who will take ofice in January.

Mr. Latimer criticized the present eschool board as being complete Jarrel land said she will be legally beyond the age limit for her posily dominated by Superintendent tion when her present term expires.

OUTLINES NEW PLATFORM

Mr. Latimer also outlines a platform that he will push for when the new board is seated.

1. The Board of Education should make no political deals - lest a "political empire similar to the one we defeated will be built up."

2. The board should refrain from any policy of retribution in dismissals or transfers. "To take any action for political reasons would create another feeling of fear in the school system," he said.

3. The board of Education should leave the new superintendent along to run the schools and concentrate on setting policy.

4. The board must act to restore public confidence in the group. "We must tell the public what we are doing and why," he said.

5. The board must begin a program of job analysis to determine whether the city is getting full value from school personnel.

6. A new budget must be fixed and arrived at in a public hearing.

Board Must Decide If Negroes Will Attend Smillie School

Daily World Atlanta, Ga. Tues. 8-13-57

By EDDIE WILLIAMS

The Atlanta Board of Education voted Monday night to have its president Devereaux McClatchey, appoint a special committee to investigate and make recommendations on whether Negro or white students will attend the E. W. Smillie School located at 386 North Ave., N. E., this fall or whether the school should be closed.

The motion for a special committee was made by A. C. Latimer, Fifth Ward board member. The committee's recommendations are to be given at a special meeting to be called by the president.

In its July meeting the board voted to open the school to Negroes this fall.

Latimer's motion followed discussions and petitions from Negro and white groups seeking contrasting actions from the board.

The first petitioner was Atty. Sam Dettelbach who said he represented the residents of the area near the school. He referred to the board's previous action admitting Negroes to the school as "unfair to the people with investments in the vicinity of the school. Your action would be equally unfair to the colored students because you are putting them in an old school which is not safe."

The attorney said the white people in the area were "jealous of our good neighborhood, and we feel that bringing colored students to the school would encourage mixed settlement." Dettelbach recommended that a colored school be constructed in a "more centralized area."

Also against admitting Negro students to the school was Dr. John R. Richardson who said such action "may invite disaster and would jeapordize investments already in the area."

Another white spokesman considered Smillie School "a poor location for anybody — white or colored." He told the board the dangers the students would face from traffic when North Avenue is widened.

Mrs. C. D. Lovelace, a parent, said she did not want to enter the controversey but wanted to point out the "need for additional facilities in this neighborhood — now."

She said that other schools in the area, Forrest-Hope-Hill, are overcrowded as a result of "so many double sessions." She also added that "Smillie would relieve a serious overcrowding."

Mrs. Newman, representing the parents of C. W. Hill School, read a letter of thanks for the board's role in opening Smillie school to Negroes. The letter considered the board's action "relief to 1,400 little pupils who are in double session at C. W. Hill."

8-13-57

After both sides aired their petitions and recommendations, Dr. Ira Jarrell, superintendent of Atlanta public schools, made a brief review of the situation existing in the area near the school. She said that approximately 2,400 Negro students in the area are presently attending double sessions at Forrest, John Hope, and Hill Schools. Only about 65 white students remain in the area, and many of them contemplate attending school elsewhere this fall, she said.

Smillie will accommodate only 500 students, she pointed out.

Dr. Jarrell also announced that the newly appointed principal for Smillie was William Floyd Crawl, a graduate of Morehouse College and Atlanta University. The nearly principal-elect is scheduled to leave Howard High School where he was a mathematics instructor and either go to Smillie or to one of the Formwalt buildings.

Because school is slated to open Sept. 3, and because the Negro teachers and students have already been selected to attend the school, the board agreed to consider the Smillie question as its prime business until a second vote is taken.

The president of the Atlanta Teachers Association, Roger Dirthick, thanked the board for increasing school teachers' salaries. He pointed out that salaries were still below the national average and recommended that the board give teachers a "cross the board" increase in salaries.

Board Approves Negro Use of Smillie School

Constitution Tues. 8-20-57 Atlanta, Ga.

The Atlanta Board of Education Monday approved a proposal to convert Smillie School, 386 North Ave., NE, to use of Negroes for the 1957-58 school year.

Devereaux F. McClatchey, board president, called a special session to receive a report of a special committee, headed by A. C. (Pete) Latimer. The committee held a public hearing and recommended that the school be used to relieve congestion and double sessions in Negro elementary schools in the area, but that another school be built located nearer the center of Negro population. When the new school is constructed, Smillie will be abandoned as a school and sold, under the action.

Ed Cook, finance committee chairman, cast the only vote against the proposal, contending that conditions might change and board should not commit itself to dispose of a valuable property at a prospective loss.

Other members of Latimer's committee are J. Austin Dilbeck and Dr. Rufus Clement, only Negro member of the board.

Smillie has been used for some 50 years as a white elementary school. It has a capacity for some 500 students, but white enrollment has dropped below 100.

'Segregation Bugaboo' Hits School Bond Sales

Constitution Thurs. 7-25-57 Atlanta, Ga.

By BRUCE GALPHIN

The "bugaboo of segregation" is hindering efforts to sell $12 millions worth of bonds for the state's university system building program, State Auditor B. E. Thrasher declared Wednesday.

Investment officers of insurance companies are "afraid of controversial issues," he explained.

"To my mind the argument is ridiculous, because we're going to use the buildings regardless," Thrasher said. But he reported investors have been scared by rumors that segregation troubles might force closing the buildings.

The University System Building Authority withdrew a $12 million bond offer about 60 days ago after experts advised there might not be any bidders, Thrasher said.

"The worst thing you could do is put up an issue and not be able to sell them," he continued.

Gov. Griffin complained at a press conference earlier this week that the proposed science center at Athens could not be completed until it received $3.5 million from the bond issue. Griffin already has allotted almost $8 million to the center from surplus funds.

Thrasher, who is chairman of the University System Building Authority, said Wednesday that "maybe we could sell them if we would pay the legal maximum of 4.5 per cent." But he felt that figure was too high.

The auditor agreed that building costs are increasing, but he doubted the savings involved in building now would offset paying a 4.5 per cent interest rate for 20 years.

Griffin has urged that funds of the Teacher Retirement System be invested in the university bonds.

The governor added that other bidders might be forced to cut their bids if the retirement system publicly announced it would offer some figure in the neighborhood of 4.25 per cent.

However, Thrasher said Wednesday he doubts the retirement system board would go along with such a plan.

In the first place, the auditor explained, the system makes investments every day. It doesn't "accumulate that much money."

Approval predicted for segregation bills in Georgia

News 1-26 Atlanta, Ga. Thurs. 1-24-57

ATLANTA, Jan. 24—(AP)—Four measures asked by Gov. Marvin Griffin to aid in the fight to maintain segregation in Georgia were ready for a first reading in the Senate today and Lt. Gov. Ernest Vandiver predicted quick approval.

The bills, sponsored by the Georgia Education Commission,

were overwhelmingly approved by the House yesterday. They would give a governor new authority to quell riots and disorders; protect retirement benefits of teachers not already covered if private schools are instituted to maintain segregation; broaden the powers of the education commission, including subpoena authority, and authorize the commission to collect and distribute information about the Southern viewpoint.

Another of the commission's recommended bills introduced by the administration—to repeal compulsory school attendance laws—is still in the House state of the republic committee. Several legislators have expressed opposition. They point out it also removes the section of law calling for visiting teachers.

Rep. William L. Lanier, meanwhile, introduced a bill that would authorize a governor to suspend the attendance law. This apparently is an attempt to compromise and meet the objections.

The teacher retirement proposal would merely extend a law passed when the segregation troubles first arose to include teachers in city, county and independent school systems. Those in the state teacher retirement system already have been guaranteed their retirement benefits in the event the schools are made private.

Federal Aid For Valdosta School Eyed

The Times-Union Bureau

VALDOSTA, Ga., July 16—An application seeking government funds to provide a school at Moody Air Force Base has been recalled and another application which will permit consolidation with a county school has been submitted.

Government school, military and state school officials have approved the second application. Final approval is contingent upon acceptance of the application by the federal government.

The school had been scheduled to handle the needs of families who will occupy the on-base housing project to be constructed on the base by September, 1958. Under the new application, the school facilities will be consolidated with Pinegrove School two miles south of the base.

Officials who inspected the local facilities agreed that consolidation will benefit the military dependents as well as the students enrolled at Pinegrove. If approved, the merger will permit the school to offer a broader program to the students.

The application calls for the allocation of $200,000 to provide eight more classrooms, another lunchroom, more office space and renovation of the existing buildings.

Griffin Claims 'Mixing' Aimed At Government

LITTLE ROCK, Ark., Aug. 23 (AP)—Georgia's Gov. Marvin Griffin and Roy V. Harris, Augusta, Ga., politician and attorney, last night charged that efforts to end racial segregation are really attacks on the American form of government.

The two Georgians made the charge in their addresses before a $10-a-plate fund-raising dinner. The proceeds are to be used in an educational and publishing program of the Capital Citizens Council, a group opposed to racial integration.

"The school segregation decision by the U.S. Supreme Court," Griffin declared, "is not an expression of law and order but is an effort to bring about by naked force alone an amalgamation of race and destruction of our very form of government itself."

DENIES DEFIANCE

Griffin denied that the South has defied the court, but charged that the court has acted unconstitutionally. "It is the court which flouts the law of the land, not the states nor their people."

The Georgia governor said it is in poor taste and bad judgement for states which do not have our problem (heavy percentage of Negro population) to seek to tell us how we can best solve it.

"I say to these states—be careful, you may be next."

Harris, a leader in Georgia Citizens Council work, described the present situation as a second Reconstruction period. After the end of the Civil War, he said, "the radicals and unscrupulous used the Negro as a tool . . . to take over the governments of the South and to crush the Southern white people. This they propose to do again."

'JUDGE-MADE LAW'

He said that instead of military commanders the plan now is to use the federal judges and federal marshals with "judge-made law substituted for military rule."

Harris said the purpose of the civil rights bill in congress was "to control and influence the politics of the South and to control the elections in the South."

Harris noted that four million Negroes have moved from the South to the North and West during the past 17 years and predicted that four million more would migrate into the North in the next 10 years. As this migration continues, he stated, "tension and volence in the North will continue to grow."

Educators Point Out Errors In System

BY WILLIAM GORDON

The old fallacy of the "separate but equal doctrine" in public school education was drawn into clearer focus here Monday through a report released to the Atlanta Board of Education.

In a "Summary of the Findings" in a survey, based on "Learning and Teaching in the Atlanta Schools prepared by Dr. Warren G. Finley, it was concluded that Negro students finished high school approximately four years below the achievement level of the average white pupils. He also pointed out that there were more white than Negro children with superior achievement on all tests of all levels.

NO CAUSE FOR ALARM

Negro educators who took a look at the report on Monday and Tuesday indicated, there should be no cause for alarm, but instead criticism of the kind of educational facilities, available to Negroes in a "segregated system."

Professor G. L. Chandler, professor of English at Morehouse College observed:

"The survey shows what segregation has done over the years and does not show that the Negro is intellectually inferior."

The educator further states; "The disparity between white and Negro students is not mental disparity, but rather a disparity of experiences and opportunities.

"The student whose experiences and background are limited will make a poor showing on the test.

"There is not much difference between Negro students and white students in the North. A Negro child with average intelligence in the north will show up about the same on a test as a white student. The difference between Negro and white students in Atlanta is empirica.", he concluded.

FULL STUDY IN TEN DAYS

Dr. Rufus E. Clement, member of the Atlanta Board of Education said what the Board heard Monday night was only a summary of the full report which will be released later. Dr. Clement said he would be interested in giving the findings in the report some serious study when it is released in complete form in about ten days.

Dean A. A. McPheeters at Clark College said:

"We must be willing to study the type of experiences and conditions under which these tests were given to both students and teachers."

The educator said the findings in the test were not surprising to him, however, he was a little amazed at the disparity between the two groups, white and Negro.

PUPIL ENROLLMENT

"We must also take into consideration the problem of pupil enrollment, the double session methods and the kind of facilities offered Negroes as against that of whites. Any national test would reveal the same thing," he added.

Although, there are some differences in subjects, teaching methods and facilities, some educators have observed, Dean McPheeters said the general program in the Atlanta system is about the same.

A more intensive analysis of the findings to be continued in the complete report.

THE VICTIMS

"This whole survey does suggest," Dean McPheeters added, "an approach for the future in bringing the level up to the point where it should be."

He indicated that the Negro pupils are victims, not only of larger enrollment problems, double sessions, but the overall problem of education generally which retards the South as a region. He also mentioned that many families, aware of poor facilities, enroll their children in the prep schools of the North. Annother factor was that, many of the more ambitious and alert Negroes leave the South at an early age.

EQUAL PAY, NOT EQUAL EDUCATION

Dr. Robert Brisbane, professor of political science at Morehouse College said. The report comes as no surprise to me. Equal facilities and equal salaries for teachers do not make equal education.

"Cultural integration is the only real integration. Until the Negro achieves this in the South, he will be in, but not of American society."

The summary revealed that white and Negro pupils and teachers make better average scores on the mathmatics and science portions of tests than on any other parts.

The report also brought out that between 45 percent and 80 percent, generally about 60 percent, of the scores of white teachers are matched by a corresponding percent of the scores of Negro teachers on the same tests.

Education Milestone Seen In White, Negro School Study

Journal + Constitution Sun. 8-18-57
Atlanta, Ga. P. 2-A

Achievement Level Gap Report Remains to Be Interpreted Here

By ED HUGHES

A report revealing a wide gap between Negro and white classes in Atlanta has been branded by school officials as the "most significant" study in the stytem's recent history.

As yet, however, the report remains only a group of stunning figures.

Ordered by the Board of Education two years ago to bring out problems that could exist if the system were to integrate, neither board members nor school department officials have undertaken to interpret the facts or say what action they will bring about.

* * *

THE REPORT boils down to the fact that the average Negro class graduating from high school is below the achievement level of the average white class starting high school. And most of the wide spread between the races develops during the course of the students' passing through the school system.

Tests given to all teachers in the system show that a similar difference of teaching ability exists between Negro and white teachers in the system.

The report that has been submitted to the Board of Education is actually only a summary of a larger report that is to arrive in the city very soon.

Among the first guarded reactions to the findings came a request from the Atlanta branch of the National Assn. for the Advancement of Colored People that the same report be presented to the organization.

* * *

FROM AN OFFICIAL of a testing group in New York came immediate insistence that the tests should be interpreted only as showing "achievement" and not "natural intelligence."

Dr. Rufus Clement, president of Atlanta University and member of the Atlanta Board of Education, has said that he "was not at all surprised" by the results of the study.

Oddly enough, this report which has drawn the nation's attention to Atlanta schools is not the first of its kind.

Other Southern and borderline cities have run similar tests and came up with almost exactly the same results, according to the man who headed the testing program here. For this reason, he said, the results do not come as a shock to educators throughout the country.

These others have for the most part not made the studies public "for fear of misinterpretation," said Dr. Warren G. Findley, assistant superintendent of Atlanta schools and former head of the Princeton University Educational Testing Service.

* * *

THEREFORE, Atlanta's report stands as the most comprehensive study that has been made widely available for comparison of Negro and white students and teachers.

The basis for the comparison were tests given to all pupils, with the exception of normal absences, in the fourth, sixth, eighth and twelfth grades.

Students through the eighth grades were tested only in reading or English and arithmetic or mathematics. Twelfth graders were given tests in English, mathematics, social studies and science.

All tests were examinations that are considered acceptable by education testing groups all over the nation.

The following figures show the average levels of the races in the reading or English and arithmetic or mathematics in the grades tested: (The tests were given during the fourth month of school in the various grades.)

* * *

ARITHMETIC or mathematics—fourth grade, white students averaged fourth month of the fourth grade level, Negro students averaged eighth month of the second grade level; sixth grade, white students, first month of the sixth grade, Negro students, second month of the fourth grade; eighth grade, white students, first month of the seventh grade, Negro students third month of the fifth grade; twelfth grade, white students above the ninth month of the twelfth grade, Negro students, below the ninth month of the eighth grade.

Reading or English — fourth grade, white students averaged first month of the fourth grade and Negro students averaged fourth month of the second grade; sixth grade, white students, third month of the sixth grade, Negro students, fifth month of the third grade; eighth grade, white students, fifth month of the seventh grade, Negro students eighth month of the fourth grade; twelfth grade, white students, above the ninth month of the twelfth grade, Negro students below the ninth month of the eighth grade.

* * *

TESTS WERE GIVEN in the various fields in which teachers specialize, such as early childhood education, elementary school teaching, high school science and mathematics and high school literature, social studies and fine arts.

On a general average, white teachers stood 95 points ahead of Negro teachers, based on a scale of 500 points. This means that white teachers' grades were approximately one-fifth higher than grades made by Negro teachers.

Dr. Findley pointed out that there were notable exceptions in both pupil and teacher scores. Some of the highest and lowest scores were made by pupils of both racs.

Normally from 35 per cent to 50 per cent of the Negro and white pupils overlapped in grades. Of the remaining percentage, the achievement level of the white students was in all cases above that of the Negro pupils.

* * *

A STRIKING variation also was noted within each race. For example, in reading at the sixth-grade level, white students ranged in scores from the second grade to the 11th grade. Negro students scored from the first grade to the eighth grade.

The extent to which the average scores of white pupils exceeded the average scores of Negro pupils is perhaps best shown by Dr. Findley's observation that from 40 per cent to 60 per cent of the white students made above the national average, while from 2 per cent to 10 per cent of the Negro students were above the nation-wide median.

* * *

DR. FINDLEY MADE no attempt to interpret the cause of low ratings in the Negro schools when he presented the results of the tests. However, he has said that there are three basic causes of high or low grades in all tests:

1. The quality of teaching.
2. The quality of social motivation to learn (whether a child's environment has developed a desire to learn).
3. General brightness and mental ability.

The tests establish that the quality of Negro teaching in the Atlanta system is lower than that found in the white schools.

The test supervisor said that the difference in the cultural and economic background of the average students would inevitably affect the test scores in all Southern cities.

* * *

IMMEDIATELY AFTER the Atlanta results were released, Robert D. North, assistant director of the Education Records Bureau in New York issued a statement that "there is no scientific evidence that inherent intelligence is higher or lower in any group of people."

Atlanta School Superintendent Miss Ira Jarrell cited another factor which she said would greatly affect the achievement of Negro pupils—years of double session classes.

She said that double session school, a relatively new annoyance for most white schools, has been predominant in Negro schools for many years. Nearly all of those taking the tests have spent a majority of their school training on double session, she said.

A noticeable difference existed within the different schools of each race.

* * *

ALTHOUGH THE white schools were normally higher than the Negro schools, several Negro elementary schools averaged higher than the lower portion of the white schools. On all tests the 13 white high schools averaged above the four Negro high schools.

While schools were not identified by names, Dr. Findley said that in all cases, the highest averages in both Negro and white schools were made in schools surrounded by the higher cultural and economic neighborhood.

Since the study was made at the direction of the school board, with the announced intent to see how it might affect an integrated system, the board will probably take action or make recommendations based on the report at a later meeting.

Negro School Rejects Girl As Too Fair

Times-Union
Jacksonville, Fla. P. 18

AUGUSTA, Ga., Sept. 5 (AP)—Augusta's school officials tonight puzzled over the case of a light-skinned child who claims to be a Negro but was refused enrollment in a Negro school.

Patricia Utley's father, Fluenelly Utley, said he tried to register her today at Charles T. Walker School. The application was rejected by Principal I. E. Washington because, he said, the child appeared to be white.

County School Supt. Roy E. Rollins, who was called into the case, said the Utley family, all light-skinned, live in a Negro area and claim to be Negroes.

The father then tried to enroll the child in Immaculate Conception (Catholic) Academy, but failed because the first grade class was already full. The principal of the parochial school said an older sister of Patricia Utley is already enrolled. The Catholic school is for Negro children.

Utley said his daughter is upset over the delay and cannot understand why she cannot go to school with her playmates, all of whom attend the Walker school.

"Everyone at the Walker school has been very nice about this," Utley added, "but they don't want Patricia there because she is too light. She just has to go to school, though, for it's the law. I'd be wrong in keeping her out, and I'd be breaking the law."

Rollins said tonight he does not know what disposition will be made of the case.

Integration Faces Showdown in Ga.

By TREZZ ANDERSON

SAVANNAH, Ga.—Georgia may become one of the "show-down" spots in the nation's school desegregation picture this year, in spite of the assurances of top white Georgia politicians that "the races will never mix in Georgia."

School integration petitions filed in six Georgia cities and one county in 1955 have now been in abeyance for two full years, according to a report from Georgia field secretary Charles E. Price of Atlanta.

This is far more than the "with all deliberate speed" proviso of the U. S. Supreme Court's ruling banning public school segregation, it is pointed out, and certainly justifies any legal action taken now by the petitioners to bring a showdown.

Wesley W. Law, president of the Georgia State Conference of NAACP Branches, declined to comment on the prospects. It, however, is known that the NAACP is ont a party in any of the actions that have been filed. All were filed by private citizens as such.

Prospective battle grounds, depending upon what course the petitioners choose to take, are the following places in which petitions asking for integration in public schools were filed in 1955: Savannah, Macon, Columbus, Valdosta, Waycross, Atlanta and Liberty County.

AUGUSTA, Ga.. — Lieut. Gov. Vandiver, speaking at a firemen's convention, urged Georgians to fight civil rights laws in "every town . . . filling station . . . and country store."

MONROE, Ga. — Negroes here have asked the Board of Aldermen to end all segregation in city-owned recreation facilities. The board has not acted.

Schools in Georgia are due to open next month and the next two weeks will be anxious weeks in Georgia as everyone waits to see if the petitions will be implemented by legal action. NAACP officials privately say that action is possible in any or all of these towns this year except one. That one is Macon. But time will tell, and it won't take long now.

Arlington Parents Urged To File Student Forms

Parents of children entering Arlington schools for the first time were urged by school officials yesterday to file their State Pupil Placement Board applications immediately if they have not already done so.

Arlington already has sent 2615 applications, which were filed by last Friday's deadline, to the Board for processing. But school officials estimate that 500 or more pupils will not be able to enter school on Sept. 5 because their parents have not yet filed the forms.

Officials said if the applications are filed this week, the pupils will miss only the first week of school. Otherwise, entrance probably will be delayed until Sept. 19.

Last Friday's deadline applied only to Arlington County, which has been ordered to desegregate its schools.

In Fairfax, Alexandria and Falls Church, children will be admitted to schools on a temporary basis if they bring with them a filled-in application and a birth certificate.

In Charlottesville, where the Federal Court has ruled parents need not fill in the applications, a school official estimated that the parents of some 100 pupils have not filed the applications.

Principal Permits Young Girl To Enroll In School

AUGUSTA Ga., — (INS) — An Augusta Negro school principal permitted a young Negro girl to enroll at his school Friday, bu only after a heated controversy because her skin was "too light."

I. E. Washington, principal of the Walker Elementary school, had refused to admit first-grader patricia Utley to enter his school until he was positive she was not a white girl posing as a Negro.

Washington said Friday after much dispute, "if they (the girl's parents bring her back, we'll take her."

The principal explained the reason he had first refused was because of her deceiving appearance.

"Although her parents live in the Negro section, the child is so light-skinned it appeared to us that she was white," Washington said. He added:

"We couldn't enroll her if she was white because it is against Georgia law to mix the races."

Survey Exposes 'System'

Negro Schools In Atlanta Called Inferior

ATLANTA, Ga.—Report of a survey of the local school system made by the Education Testing Service, Princeton University, has disclosed broad disparities in the educational standards of white and Negro pupils and teachers, and served to emphasize the disadvantages of segregated schools.

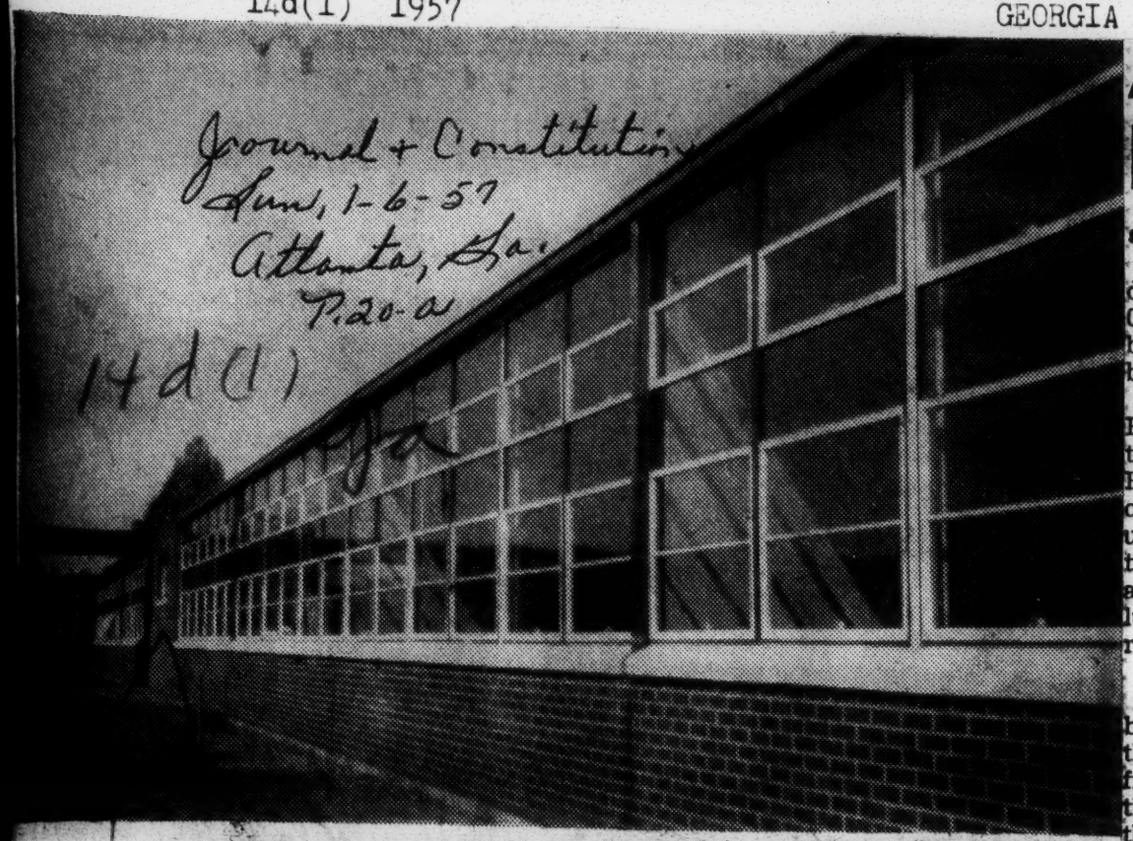
The report showed there are more white children than Negro with superior achievement on all tests at all levels. It showed also that from 40 to 60 per cent of white students meet the standard set by the top 50 per cent of the national sample on tests, while only from 2 to 10 per cent of local Negro pupils meet the test.

NEGRO TEACHERS were shown to have an inferior average performance to white teachers on all tests and all parts of the tests.

Local educators were quick to point out that the inferiorities result from segregation and prove that "separate but equal" is definitely not true.

Following the report on the survey at the meeting of the Atlanta Board of Education, the Atlanta Journal called editorially for immediate improvement in the Negro division of the school system to meet the challenge of efforts to integrate. The editorial cited the possibility that the tests would be used as ammunition in the fight for integration here.

Dr. Rufus Clements, president of Atlanta University, is a member of the local school board.



Special Photo—Rudy

WING OF NEW AMERICUS SCHOOL FOR NEGROES
$311,000 East View Structure Will Be Dedicated This Afternoon

460 teachers ousted for integration—majority found jobs in other places

ATLANTA — More than 460 colored teachers in border states have been released from their jobs during the last year because of integration of public schools, the Southern School News reports after a survey.

"But," it adds, "many, if not most" of these instructors "have been placed in other teaching jobs—some of them at higher pay—with the possible exception of those in Oklahoma."

The News is a monthly publication of the Southern Education Reporting Service, a fact-finding agency established to report on developments in education since the Supreme Court ruled school segregation is unconstitutional.

The publication's tabulation shows 304 colored teachers dismissed in Oklahoma, 58 in West Virginia, 20 in Missouri, and 20 in Texas. As many as 60 teachers in Kentucky may lose their jobs through consolidation of schools.

Dismissals were high in Oklahoma partly because the state closed 112 colored schools as a result of desegregation. About one-sixth of the state's 1,697 colored teachers were displaced.

Several found jobs in schools of other Oklahoma communities, the monthly newspaper reported, some located jobs in other states, while some found jobs in other fields.

Missouri has 125 colored teachers heading classes in integrated schools. In Kentucky, there are 115 teachers instructing white students, but in general they teach in predominantly colored schools.

Maryland and Delaware each has about 100 colored teachers of mixed classes, Southern School News said. The colored teachers in Delaware are concentrated chiefly in Wilmington, but are scattered throughout Maryland, it reported.

* * *

IN SOUTH CAROLINA, 24 instructors at a training school either resigned or were released when they declined to answer questions concerning membership in the National Association for the Advancement of Colored People.

Southern School News also heard that because of segregation - desegregation issues two colored teachers had lost their jobs in Virginia, two in Delaware, and one each in Florida and Georgia.

Americus to Dedicate New Negro Grade School

Special to Atlanta Journal-Constitution

AMERICUS, Jan. 5 — Formal dedication of this city's new $311,000 Negro grammar school will be held Sunday at 3 p.m. followed by an open house.

The new school will be called East View Grammar School, thus the name of the old one, McCoy Hill, will fall to the past. A total of 1,092 pupils are enrolled at the ultra-modern 27-classroom structure which also has a combined auditorium-gym, library and lunchroom. Grades 1-7 are enrolled.

* * *

SCORES OF WINDOWS are to be found in the walls of each of the several wings which extend from the wide main entrance section of the rambling building, thus affording maximum natural light as well as artificial.

Leaving each classroom one walks directly into the outside with long roofs protecting one

City School Supt. K. L. Carpenter said the move from the anti- from rain.

quated building to the new structure was made this week without a hitch. Pupils were moved one grade at a time in order to avoid any confusion among the pupils. It is hoped that the site of the old building can be turned into a recreation center for colored youth.

* * *

THE DEDICATION program will consist of a panel discussion type, the theme of which will be: "Our Responsibility to Elementary Schools."

Representative speakers include Ernestine Moore, parent; the Rev. H. H. Hooks, minister; Gloria Sullivan, student; the Rev. J. D. Baldwin, patron; John Singleton, alumnus; Q. A. Taylor, teacher; J. D. Anderson, businessman; Dorothy Bozeman, supervisor; Thelma Seay will introduce the speakers. J. W. Harris is principal.

An open house for white citizens will be held next week.

Georgia Educators Back Segregation

ATLANTA, Ga., Jan. 9 (AP).—The Georgia Education Commission yesterday unanimously recommended repeal of the State's compulsory education law as a step toward maintaining segregation in the public schools.

The commission also recommended that the General Assembly adopt a resolution that would increase the commission's authority by giving it subpoena powers and allowing it to "expend money for the procuring of information either within or outside the State."

Discussed for possible later action by the commission were proposals that would increase Gov. Marvin Griffin's authority "to maintain peace, tranquillity and good order," and to put a roof on ages of high school students and applicants to the university system.

1. Give the governor broad powers to maintain peace and order in any disturbance caused or threatned by integration attempts.
2. Give subpoena power to the Georgia Education Commission, the body that recommends segregation legislation.
3. Protect the benefits of teachers under city retirement systems in the event private schools are resorted to.

"GEORGIA STORY"

4. Give the Commission authority to take the "Georgia story" to the public by publishing its studies and findings.

The State of the Republic Committee approved the bills with little discussion. But when the attendance repealer bill came up, Hawkins asked the committee to delay action on it.

The floor leader told reporters later he wanted to "give it a little more study" and to discuss it with other members of the committee. He indicated the question to be decided is whether to amend it in committee or send it to the floor in the form it was introduced.

"I'm for passing it out—as is," Hawkins said.

However, Rep. Howard Overby of Hall County, chairman of the committee, is opposed to the measure in its present form. And Rep. William L. Lanier of Candler County, has drawn an amendment to permit the governor to merely suspend the attendance requirement in the event of a school integration order.

The theory behind the measure is that there should be no law that would require parents to send their children to a school that might be ordered integrated by the federal courts.

A source close to the issue said an effort is under way to draft a compromise amendment that would make repeal of the attendance law contingent upon a desegregation order.

Gov. Griffin has indicated he would go along with such a compromise.

"I'm confident that we'll work out a satisfactory amendment in the committee that will keep the law in effect for the time being and still preserve the intent of the bill," the source declared.

In other actions, the committee approved a resolution to create a Nuclear Energy Commission. The

Settlement Sought on School Bill

By WILLIAM M. BATES

A behind-the-scene effort is under way to work out a compromise that will prevent a floor fight over a bill to abolish the state's compulsory school attendance law, an informed source said Tuesday.

That is the reason, he said, that the House State of the Republic Committee passed over the controversial measure while approving four other administration-backed segregation bills.

WEDNESDAY ACTION

Rep. W. Colbert Hawkins of Screven County, Gov. Griffin's House leader, planned to call up the segregation measures for House action Wednesday.

The bills unanimously approved by the committee would:

measure now goes to the floor.

Measures to set up a commission to study the need for a new governor's mansion and a bill to make unwed mothers subject to criminal prosecution were referred to a subcommittee.

Governor Can Cast Aside Forced School Attendance

Constitution p. 6
Atlanta Ga.

Bill With 'Protection' Clause Aimed at Segregation Signed

Thurs. 2-28-57

Gov. Griffin Wednesday signed legislation empowering him and future governors to suspend the state's compulsory school attendance law in emergencies such as a school desegregation order.

The measure was one of five recommended to the past Legislature by the Georgia Education Commission.

It was the only one of the five to run into serious trouble.

As originally drafted, the bill would have abolished the attendance requirement outright. Stern opposition, however, forced a compromise.

The new law declares governors may suspend the attendance law in order "to protect persons and property or to preserve the health and welfare of the citizens of the state."

RELIEVES PARENTS

While no reference is made to the segregation controversy, the new statute is designed to remove the possibility that Georgia parents would be required by law to send their children to a school that might be ordered integrated by a federal court.

The Education Commission had the Clinton, Tenn., integration case in mind in framing the measure.

Georgia law now requires children between the ages of seven and 16 to attend school. The new law will permit the requirement to be suspended statewide or for an individual school district.

The measure was one of 71 bills and resolutions which Griffin signed into law Wednesday. Many of them were local measures.

Among the new major statewide laws is a measure authorizing the Public Safety Department to increase the strength of the state patrol from 350 to 500 men.

DEPENDS ON FUNDS

One of Griffin's highway safety recommendations, the measure will be activated as money becomes available.

The appropriations bill passed at the last session authorized the spending of $500,000 for 50 additional troopers when funds become available.

Another traffic bill signed by Griffin would double the amount of liability insurance or bond that drivers must be able to produce if they are in an accident involving injury or fatality.

Operators of motor vehicles were formally required to show that they were able to pay up to $5,000 for bodily injury to one person or up to $10,000 for two or more.

Another measure signed by Griffin would authorize an increase in salary for State Veterans Service Director Pete Wheeler from $6,000 to $9,000 a year.

Talmadge Bill Will Put Curb On U.S. Court

Advertiser
Sat. 2-16-57
Montgomery Ala.
p. 5-B

WASHINGTON, Feb. 15 (AP) — Federal courts would be forbidden to handle any cases involving state administration of public schools under a bill offered yesterday by Sen. Talmadge (D-Ga.)

Talmadge, in a separate bill, proposed a minimum of five years judicial experience as a requirement for appointment to the U.S. Supreme Court.

"Since the Constitution is silent as to the qualifications members of the Supreme Court of the United States should possess," he said in a statement, "I feel it is incumbent upon Congress to bind the Chief Executive by at least minimum requirements which must be met by his appointees to the nation's highest bench."

R&D BILLS

Talmadge said he was offering two bills in fulfillment of pledges he made during Georgia's senatorial campaign last summer.

He introduced a third bill that would direct a speedy trial by jury for any person cited for contempt of a federal court for an act outside the court's presence.

Talmadge, in his statement, did not tie in this proposal with the issue of school segregation. But obviously, if enacted, it would prevent federal judges from ruling on contempt charges against persons who fail to obey any court orders that might be issued in carrying out the Supreme Court's anti-segregation ruling.

Talmadge said he considered his bill "the most significant civil rights legislation to come before Congress since the adoption of the Bill of Rights."

"One of the most basic of our civil rights as Americans," he said, "is the right of trial by jury. My bill would protect that right from abuse through misuse of judicial power of contempt and, in so doing, would help to eliminate the grave danger of government regimentation and dictation through court edict."

Pupils Blame Teachers For School Drop-Outs

Post + Times Herald p. 1
Washington D.C.
Mon 2-25-57

Better teachers would help schools reduce the number of teen-aged drop-outs, according to four high school students, who appeared yesterday on the WRC television program Teen Talk.

They were discussing a United States Employment Service Study which showed there were 2000 16 and 17-year olds in the District who are neither in school nor on a job.

"The teachers aren't up to giving the drop-outs the incentive to stay in school," Harriet Grigsby, Washington-Lee senior, said. "These students were never given a challenge or reason to go ahead with learning."

"I've only had two or three teachers who make you interested in what they are teaching," Bob Lynn, a junior at Woodrow Wilson said. "Many of them just don't get across."

Alan MacKensie, a senior at Bethesda-Chevy Chase, said the drop-out problem stemmed from the fact that many students are not taught to read and write in elementary school. The fourth member of the panel, Carol Nebel, also a senior at Bethesda-Chevy Chase, said that not enough attention was given to fundamentals.

The four panelists agreed with a criticism of some employers that youngsters today do not know how to read, spell or follow directions. They said the schools were to blame for not drilling students more in English and grammer.

The teen-ager took to task school counselors who did not, they said, emphasize enough the importance of taking difficult subjects. Counselors were difficult to see because they seemed so busy, they said.

Asked if part of the blame did not lie with them, the students admitted it did. Alan said youngsters have a tendency to rely too much on others, in this case counselors and teachers.

The Smillie School

Daily World p. 6
Thurs. 8-22-57

For some time the liberal thinking groups have been quietly working out the proportion of turning over the Smillie Elementary School to the Negro students of that area. The situation was somewhat like the Walker Street School affair a few years ago when the white residents moved out and left a large school and auditorium without tenants. A like situation occurred in the Ira Street School, the English Avenue School, the Forrest Avenue School, and the Frank L. Stanton School.

Some of these schools now represent some of our flourishing school plants and have fitted in nicely with the new settlements around them.

The Smillie School according to Dr. Jarrell, the Superintendent would accommodate some twenty four hundred pupils. Inasmuch as most of the white students have moved elsewhere, there were no just reasons why the Negro children living in that vicinity should not be given that school. According to plans, as soon as ground can be located, a new building will be erected for the students occupying the Smillie School, which will be sold.

It is well that in the ever expansion of the Negro population of our city that these schools be occupied by those who inherit them through occupancy of the communities.

Those liberal minded ministers, white and colored, who appeared in behalf of the Negro students in question are to be commended for their fine gesture in obtaining this additional school facility.

Dr. Jarrell and the Board of Education are also to be commended for the position they resolved in the Smillie School affair.

Business Groups Visit City And Fulton County Schools

"Education-Business Day" was observed in Atlanta and Fulton County schools Wednesday, a large number of businessmen being invited in as guests during special assemblies, faculty tours, classroom demonstrations and dinner.

The purpose of the annual school business visit, jointly sponsored by the Boards of Education and the Atlanta Chamber of Commerce, was to acquaint citizens with their public training institutions.

VARIOUS CLASS ROOMS

At Price High School guests were shown through the various classrooms before a general assembly convened in the gymnatorium featuring the theme, "United Nations." Guests included Mrs. Maggie Mae Atkinson, C. C. Hart, W. L. Calloway Miss Estell Clemmons, J. E. Jordan, W. S. Cannon and C. A. Scott, who made brief remarks to the assembly in behalf of the visitors. Program participants included Principal R. E. Gureton, Howard Colquitt, Timothy Brickler, Barbara Cands, Joann [illegible] casts of a pageant on life in France, Spain, Japan and Russia and the Price Choir and Band.

NOON DAY LUNCH FOLLOWED

At E. R. Carter Elementary School, Principal Mrs. Florine Furlow conducted a business group throughout the classroom and other facilities including the Scout Huts. Visitors included Dr. Miles G. Amo Melvinw. Houston, Jr., Mrs. M. P. McAllister, William A.. Fowlkes, Frank Andrews and Mrs. Nina Daniels. They saw various demonstrations, including the use of visuel aids in the learning process, band and folk dancing.

AMONG GUEST

Activities at Slater Elementary School included tours of the building, Braille, French and art classes other classroom activities and an observation of students campaigning for offices. Among guests were Jesse Draper, Eighth Ward Alderman; D. W. Heidecker, superintendent of Area Two, Atlanta Public School System; Ralph C. Robinson, Dr. Mozelle Hill, John G. Gloster Harvey B. Michael, William W. Bennett and Mrs. Clara Fryor.

Howard High's activities of the day included an assembly message by Mrs. Sarah Houston, president of the Howard P-TA and member of the school's advisory committee. Guests who toured the building and enjoyed the luncheon included Miss Nell Hampton, supervising principal of the Atlanta Board of Education and W. F. Banks, visiting counselor of Area I schools.

The observance took other forms in various schools.

Wednesday was also "Education-Business Day" at L. J. Campbell School. The representatives visited the buildings and grounds and classrooms.

Search For New Site Ordered

Smillie School Opened To Negro Pupils 'Temporarily'

By EDDIE WILLIAMS

The Atlanta school board voted Monday afternoon to allow Negro students to attend Smillie School, 386 North Ave., NE, "temporarily until such time as a new school can be built . . ."

The vote was taken on a recommendation made by a special committee appointed by President Devereaux McClatchey to investigate the circumstances surrounding the school. The committee, composed of A. C. Latimer, chairman; J. Austin Dilbeck and Dr. Rufus E. Clement, recommended:

"That the Smillie School be used temporarily until such time as a new school can be built to take care of the children to be housed in this building during the 1957-58 school year; that the Administration be authorized to begin immediately to find piece of property that would be suitable for the school and that when said school is completed the present Smillie School will be abandoned and the property sold."

JULY MEETING

In its July meeting, the board voted to open the former white school to Negroes this fall. This action was contested last Monday night by several white persons reportedly from the area surrounding the school. One of the complainants was Atty. Sam Dettelbach who said the board's action was "unfair to the (white) people with investments in the vicinity of the school. Your action would be equally unfair to the colored students because you are putting them in an old school which is not safe."

He added that "we are jealous of our good neighborhood, and we feel that bringing colored students to the school would encourage mixed settlement.

2,400 STUDENTS

Dr. Ira Jarrell, School Superintendent, said that approximately 2,400 Negro students in the vicinity of Smillie are presently attending double sessions at Forrest, John Hope, and Hill Schools, and that many of the 65 white students remaining in the area contemplate attending other schools this fall.

Dr. Jarrell said that William Floyd Crawl had been appointed principal of the school and that the teachers and students had already been selected. The school will accommodate about 500 students, it was disclosed.

Board member Ed S. Cook voted against the committee's recommendation because he considered it "unwise to give away a school building without making any effort to protect ourselves." He was referring to earlier discussion of an amendment to the recommendation which would stipulate that the board would "be free to re-negotiate with people in the area" if there were further population shifts along racial lines. No amendment was made.

Won't Call Legislature, Griffin Says

By WILLIAM M. BATES
Constitution Political Editor

Gov. Griffin said Friday he sees no need for a special session of the Legislature "at the present time" to strengthen the state's segregation defenses.

But he said he is keeping "in constant touch" with top legislative leaders and a watchful eye on integration developments in Arkansas and Washington.

"When I feel a special session might be necessary, after taking stock of conditions and exigencies that exist, it will be taken care of," Griffin said.

"I see no need to call one at the present time," he added.

"However, if one becomes necessary, you may rest assured I'll call it."

Ivan Allen Jr., a potential candidate for governor, had suggested that Griffin consider calling an emergency session to reevaluate the state's anti-integration machinery in the light of the Arkansas crisis.

Allen also proposed the establishment of "extraordinary police powers at the state level." He said the Little Rock crisis has shown that the National Guard can be federalized at the "whim" of the president and thus removed from the governor's control.

House Speaker Marvin Moate of Hancock County agreed with Griffin that there is no need for a special session at the present time.

"I think we are in pretty good position with the laws we have right now," Moate declared.

Moate pointed out that the Legislature this year enacted a new law giving the governor broad police powers to move against actual or threatened disturbances caused by integration attempts.

That law authorizes the governor to use the state militia, county sheriffs, state patrolmen and all state, county and city officials in preserving order.

However, the speaker said some new anti-integration measures are under "study" but he declined to disclose their nature. They apparently will be introduced at the regular session of the Legislature next January.

Moate said he would support a proposal by Rep. A. A. Fowler Jr. of Douglas County to create a State Resettlement Commission for moving Georgia Negro families into all-white residential areas of the North and West.

"It sounds like a pretty good idea," Moate said.

The idea behind Fowler's bill is to drive home to the people of the North the impact of integration. Under the proposal, the commission would quietly buy choice residences in all-white neighborhoods and lease them to Georgia Negroes who want to go North.

Other new segregation moves may be considered Friday at a meeting of the Georgia Commission on Education that has been called by Griffin, chairman of the anti-integration agency.

In another development, it was learned that a move may be made in the 1957 Legislature to cut off the state's appropriation to the National Guard. The state contributes more than a half million dollars a year to the support of the Guard in Georgia with the federal government paying the remainder.

Skin Too Light, Child Told at Augusta School

Constitution Fri. 9-6-57
Atlanta, Ga. P. 8

AUGUSTA, Ga., Sept. 5 (AP)—Augusta's school officials Thursday were puzzling over the case of a light-skinned child who claims to be a Negro but was refused enrollment in a Negro school.

Patricia Utley's father, Fluenelly Utley, tried to register her today at the Charles T. Walker School, a Negro institution. The application was rejected by Principal I. E. Washington because he said the child appeared to be white.

County school Supt. Roy E. Rollins, who was called into the case, said the Utley family, all light-skinned, live in a Negro area and claim to be Negroes.

The father then tried to enroll the child in the Immaculate Conception (Catholic) Academy, but failed because the first-grade class was already filled. The principal of the parochial school said an older sister of Patricia Utley is already enrolled. The Catholic school is for Negro children.

Utley said his daughter is upset over the delay and cannot understand why she cannot go to school with her playmates, all of whom attend the Walker school.

"Everyone at the Walker school has been very nice about this," Utley added, "but they don't want Patricia there because she is too light. She just has to go to school, though, for it's the law. I'd be wrong in keeping her out, and I'd be breaking the law."

Superintendent Rollins said Thursday night he does not know what disposition will be made of the case.

Southern Schooling—the Negro Pupil

Newsweek New York p. 77

In a preliminary study of the problems of school integration, the school board of Atlanta, Ga., commissioned the Education Testing Service of Princeton, N.J., to determine the relative academic achievement of local school children and their teachers. From surveys of 25,000 fourth-, sixth-, eighth-, and twelfth-grade students and 3,000 teachers in 58 white and 26 Negro schools, ETS last week revealed its findings:

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Mon. 9-2-57

▶The average fourth-grade Negro student is scholastically 1.6 years behind the average white fourth-grader.

▶By the time the Negro reaches the twelfth grade, he is four years behind the average white high-school senior.

▶White teachers average more than 10 per cent higher grades than Negro teachers on tests of over-all teaching competence.

Judge Kills Motion To Drop School Segregation Suit Here

Daily World, Atlanta, Ga. P. 1 Thurs 11-7-57

Attorneys for the State of Georgia, who have fought against the acceptance of Negro students at the Georgia State College of Business Administration, lost a legal round Wednesday when a federal judge threw out a motion to have the suit dismissed.

U. S. District Court Judge Boyd Sloan ordered that the motion to dismiss the suit of Barbara Hunt et al be overruled and denied.

The motion was filed after Attorney E. E. Moore carried out a court order to amend his petition adding four names of state officials in lieu of those who had resigned or retired since the suit originated in 1956.

Suit was then filed, but delays have kept it from the court for trial. It was estimated, however that the latest action may have removed most of the blocks keeping the suit off the court calendar.

Mr. Moore had brought the suit for the plaintiffs "individually and in behalf of other Negroes similarly situated and affected."

After defendants charged names in the petition were not correct Moore substituted Noah Largdade, president of the college in lieu of the retired school head. He also entered the names of Board of Regents members Linton Boggs, Allen Woodall and James D. Gould.

WORKABLE RULE

Motion was again brought following this to dismiss the suit.

The court held, however, that "a more workable rule than that prescribed by rule 25 applies where the action can be brought by or against a board or agency with a continuity of existence.

"In this situation, a change in personnel of the board or agency does not abate the action nor is there any necessity to make any substitution in order for the action to continue."

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GEORGIA

EDITOR RALPH McGILL

He'd Prefer Closing of Schools to Violence Over Integration, Editor McGill Says

Ralph McGill said Monday night he would prefer to see Georgia's schools close rather than see a "period of violence and mob action" over integration.

He said he believes Georgia's leaders will close the schools rather than bow to an integration order.

"I would rather see Georgia—as badly as we need education—close its schools than see it go into a period of violence and mob action," the Constitution editor said.

McGill told a lecture class at Emory University, which has been hearing an editor each week, that he hopes the states of the Deep South will be spared a desegregation suit for two or three years. He said that during this period he feels progress on the segregation problem will be made elsewhere in the South.

McGill also said local school boards in the Deep South should be given more authority to cope with problems posed by integration efforts.

"I think the tragedy in the Deep South is that local school boards cannot do what they like to do," he said.

McGill said a friend of his, a commissioner of a north Georgia county, told him privately that the handful of Negro children in the county could be integrated without any trouble.

He said he also feels there would be little trouble over gradual desegregation in such urban centers as Savannah and Atlanta because a relatively few students would be involved in classrooms to be mixed.

He also said a policy of transfers, like that followed by the Lousiville, Ky., schools, would reduce friction.

McGill said the people of the South "have been sold a very phony bill of goods" by those who insist school integration will mean amalgamation of the races.

14d(1) Ga
Daily World P.1
Sun. 4-14-57
Atlanta, Ga.

NEW ANDERSON PARK SCHOOL — Shown above is the new Anderson Park Elementary School, 2050 Tiger Flowers Drive, N. W., which will be dedicated this afternoon, at 3:30 P. M. Built and equipped by the Atlanta Board of Education, under the 1954 Bond Issue, the Anderson Park School serves 953 pupils from the Dixie Hills and Battle Hill communities. The cost of construction and equipment was $342,398.44. Anderson Park is listed for eight additional classrooms in the new proposed Bond Issue.

Dedication Of New Anderson Park School Set For 3:30 P. M. Today

Daily World Sun. 4-14-52 Atlanta, Ga. P.1

By JOEL W. SMITH

The new Anderson Park Elementary School, which currently accommodates 953 pupils from the Dixie Hills and Battle Hill communities, will be dedicated this afternoon. The dedication program will be held at 3:30 P. M., with J. Austin Dilbeck, chairman of the Building and Grounds Committee, Atlanta Board of Education, presidina.

Built and equipped by the Atlanta Board of Education under the 1954 bond issue, at 2050 Tiger Flowers Drive, N. W., the new Anderson Park School opened last September. The total cost of construction and equipment was $342,398.44 and the school is included for eight additional classrooms in the new proposed Bond Issue.

Representing the Board and administrative staff on the program will be P. L. Bardin, of Atlanta's Seventh Ward; President Devereaux I. McClatchey, Dr. Ira Jarrell, superintendent of the Atlanta Public Schools; and Dr. Hilliard A. Bowen, superintendent Area 1, Atlanta Public Schools.

OTHER PARTICIPANTS

Other participants include: Rev. John T. Amey, Boy Scout executive, John Hope Division; Alice Comer, Seventh Grade pupil; Miss Odrie Ruth Williams, principal; and Mrs. Ila Harris, president Anderson Park PTA. Music will be furnished by the school chorus and Band, under the direction of Miss Emma Lyons and Columbus Pearson.

The dedication of the new Anderson Park School today adds another chapter to its long history. It was originally the Old Simpson Road School, a five-room wooden structure built by the Fulton County Board of Education. As the community grew the school became over-crowded a nearby church provided facilities to help accommodate the 250 students.

The Fulton County Board of Education later built a combination high-elementary school on Anderson Avenue. This new building which housed Henry McNeal Turner High and Anderson Park Elementary schools was opened in 1951. The Atlanta Board of Education took over these two schools under the Plan of Improvement in 1952.

BOTH SCHOOLS OVER-CROWDED

With the enrollment of the elementary school increasing from around 400 to 600 pupils the 12 classrooms became over-crowded. Turner High was also over-crowded and the only solution was to build a new elementary school on another site. The new school was named after Anderson Park, which was named to honor the memory of a pioneer citizen who formerly owned the land site.

The new Anderson Park school is ultra-modern in design and is well equipped with the latest furnishings. Located in its three wings are 15 classrooms, an office suite, library, clinic, cafeteria and auditorium. There is also ample space for physical education activities.

TWENTY-SIX TEACHERS

Twenty-six teachers make up the instructional staff, with Miss Odrie Ruth Williams serving as principal.

A native Atlantan, Miss Williams is a graduate of Booker T. Washington High School and Morris Brown College. She has also matriculated at Atlanta University and New York University. At Morris Brown she majored in Social Studies and Music, with a minor in Elementary Education. On the graduate level, she has specialized in Education Administration and Communications.

Before joining the staff at the Old Simpson Road School in 1948, Miss Williams served as head of the Music Department at Avondale High School in DeKalb County and was director of the County Music Festival. In 1950, she was a delegate from Fulton County to the BMusic Educators National Conference, at St. Louis, Mo.

House Votes a Diluted School Attendance Bill

Constitution Tues. 2-5-57
Atlanta Ga. P.1

By CELESTINE SIBLEY

Two administration bills—a modified compulsory school attendance measure and a bill to increase the state patrol to a top complement of 500 men—passed the House with only token resistance Monday.

The substitute segregation bill, which floor leader Colbert Hawkins said he personally did not consider as effective as the bill originally contemplated, would give the governor power to suspend compulsory school attendance over the entire state or in any portion of the state in time of "riot, insurrection, public disorder, disturbance of the peace, natural calamity or disaster."

4 DISSENTING VOTES

The measure passed with but four dissenting votes. They were cast by Reps. James A. Mackay of DeKalb, Wilson Brooks of Fulton C. J. Broome of Bacon and J. Wyman Fowler of Treutlen.

Hawkins said both he and the governor favored a stronger bill which would have swept out compulsory school attendance at once but "in view of the feeling of many members a substitute bill is submitted."

He said he felt it was "imperative" to have a law on the statutes allowing the governor to suspend schools if the courts ever order integration in Georgia.

PRIVATE SCHOOL LAW

Rep. Mackay asked if the private school law would not take care of that situation and Hawkins replied, "I visualize a time when the courts will enjoin all the boards of education from closing the schools and the governor may have to act."

The increase of the state patrol, passed by a vote of 161 to two, was urged by Griffin in his initial address to the General Assembly this year.

Hawkins said only 50 additional troopers will be employed immediately but 100 others may be taken on as funds become available.

He resisted efforts from the floor to amend the bill to require 80 per cent of the uniformed force to be on patrol at all times and to require that all counties in the state be visited by the patrol each day.

HEAVY CALENDAR

Reps. Dallas Veal of Putnam County and Edgar H. Wilson of Bibb voted against the patrol increase.

With the heaviest calendar of the session before them, House members dealt with but 12 of 45 bills Monday, passing nine, killing one and postponing two to Tuesday morning.

Among the bills not reached was Rep. Jack Ray's measure to fine

or imprison mothers of illegitimate children. Once defeated, the bill is up for reconsideration and is expected to be reached on Tuesday's calendar.

Rep. Hoke S. Peters of Meriwether pushed through a bill to allow members of the State Board of Pharmacy to fill vacancies on the board caused by death but some postponed to Tuesday a bill to require all drugstores to have a registered pharmacist on duty at all times.

Rep. William Bodenhamer of Tift said Peters' bill would "put practically every small town drugstore in Georgia out of business."

Dr. W. K. Smith, representative of Bryan County, objected to the measure because, he said, "You know as well as I do that mighty few drugs have to be prepared these days." He said, "It's just a matter of pouring out one bottle into another."

Rep. Mack Pinckard of Muscogee succeeded in getting one bill passed but lost one bill on shop lifting. The first defined the thef of goods valued at less than $5(as a misdemeanor and more thar $50 as a felony and provided fo fines and imprisonment.

The second measure, whicl would protect merchants from suits for false arrest where they had "reasonable cause," was killed by a vote of 91 to 55 after Rep. Raymond Reed of Cobb said it would subject citizens to being "carried back to the inner sanctum for grilling" in stores.

In other actions the House authorized a six-member study committee, to be composed of three members of the House and three of the Senate, to investigate the possibility of locating a merchandise mart in Georgia for the display of locally manufactured goods. The bill was introduced by Rep. John Caldwell of Upson and provides that the committee report by Feb. 14.

Compulsory School Repeal Years Accord

By WILLIAM M. BATES

A compromise on a proposal before the Georgia Legislature to abolish compulsory school attendance appeared to have been reached Wednesday.

Gov. Griffin said he would go along with a measure to make repeal of mandatory attendance contingent upon a desegregation court order.

And Rep. Howard Overby of Hall County, chairman of the House State of the Republic Committee, said he would draft such an amendment to be presented to the group when it takes up the bill, probably Monday.

Other Legislature stories and pictures on Pages 6 and 10.

Overby predicted the committee would approve the compromise.

Opposition to compulsory attendance repeal mushroomed following introduction of the bill by administration leaders in the House Tuesday. It is one of four segregation measures drafted by the Georgia Education Commission.

Foes of the measure argued that compulsory attendance should not be repealed so long as the schools remain public and segregated.

"It's all right with me if they put a provision in there 'in case of integration,'" Griffin told his news conference Wednesday.

Rep. W. Colbert Hawkins of Screven County, administration House leader, said, "If that's the way the governor wants it, I'll go along with him." However, Hawkins said he "personally favored" repeal of the law.

Overby, one of the administration leaders who opposed outright repeal, said he is studying several different plans to make the repeal contingent on a court action ordering integration.

He said he will confer with Atty. Gen. Eugene Cook and expects to come up with an acceptable compromise within a few days.

Overby said the State of the Republic Committee probably will take up the segregation measures Monday. Quick House action is expected.

Griffin defended the attendance proposal at his news conference. He said it was designed to prevent parents of being guilty of a misdemeanor for refusing to send their children to a mixed school in the event of a desegregation decision.

Part of the opposition to repealing the attendance law until necessary came from lawmakers who feared it would result in less state school money for their counties.

Virtually all state school funds are geared to school attendance under the Minimum Foundation Program for Education. Lower attendance would mean less money for a school system.

State School Superintendent M. D. Collins has estimated repeal of compulsory attendance would result in a 10 per cent drop in enrollment.

GEORGIA ROUNDUP

U.S. Using School Funds To 'Blackjack' Dixie Into Integration, Griffin Declares

CRAWFORDVILLE, May 8 (AP)—Gov. Marvin Griffin charged tonight that the federal government is trying to use a "piddling amount" of school aid to "blackjack Georgia and other Southern states" into race mixing in the classroom.

In a speech prepared for the "Annual Awards Meeting" by the Woodmen of the World here, he declared himself unalterably opposed to any such "federal invasion, encroachment or infringement on the fundamental right and obligation of the individual states."

He declared that proposed federal aid would do little to improve schooling in Georgia. He said a pending congressional bill would provide only 12 million dollars a year for construction for four years and the state would have to match this amount 6 million annually.

He called this contribution a "piddling amount" and declared its benefit would be in no wise in keeping with the price the state would have to pay in surrendering "supervision and control of the education" of its children.

Griffin said that during his administration he has made every effort to equalize school facilities for white and Negro children. Although two thirds of the school children are white, he related, 54 per cent of school construction has been for Negroes.

The governor presented the outstanding citizens award of the Woodmen to J. Clinton Lyle of Crawfordville.

Board Bars School Groups Backing Interracial Meets

ATLANTA, April 22 (AP)—Student clubs and organizations which sponsor interracial meetings either in or out of the state were barred from Georgia public schools by the State Board of Education today.

The board also ordered all organizations having extra-curricular status in the public schools to pledge that they will not plan or allow racially mixed conferences or meetings involving students, teachers, superintendents, principals or school administrators.

A $200 across the board annual increase in teachers salaries also was ordered by the board.

The resolution barring clubs which sponsor mixed meetings was proposed by William T. Bodenhamer of Ty Ty, who also is a member of the House of Representatives from Tift County and executive director of the States Rights Council of Georgia, Inc.

The resolution was adopted without a dissenting vote.

CITY SCHOOL BOARD ELECTS MORE TEACHERS

More than 300 new teachers will join the staff of the Atlanta Public Schools when the 1957-58 scholastic year gets underway in September.

At the June meeting of the Atlanta Board of Education, Mrs. Clifford N. Ragsdale, chairman of the Personnel Committee, reported that 314 new teachers—242 white and 72 colored—have been elected to date.

The Board approved another list of new teachers for first year probation on recommendation of Dr. Ira Jarrell, superintendent of Schools.

The new teachers elected to positions on the high school instructional staff, effective September 1, are as follows:

Mrs. Wilma M. Brown, Shaw; Mrs. Mollie M. Covington, Tuskegee; Mrs. Myrtice B. Ferrell, Morris Brown; Mrs. Marjorie B. Gosier, Morris Bown; Willie E. Hunte, Fort Valley State; Miss Dorothy A. Johnson, Spelman; Carson Lee, Clark and Atlanta University; Rufus C. Lockridge, Morehouse; Mrs. Marguerite P. O'Brien, Savannah State and NYU; Mrs. Lennie B. Price, Johnson C. Smith; and Miss Gwendolyn A. Snipes, Hampton.

ELEMENTARY TEACHERS

The new elementary teachers are as follows:

Miss Nannie E. Archie, Spelman; Miss Bessie J. Calhoun, Fort Valley State; Howard G. Calhoun, Savannah State and NYU; Miss Francise E. Cantrell, Clark; Mrs. Emma Jean Collins, Spelman; Miss Deanna Davis, Spelman; and Alfred Ellis, Clark.

Mrs. Lola F. Glenn, Clark; Charles N. Hawk, Northwestern, Miss Anita L. Jackson, Morris Brown; Mrs. Margaret O. Jackson, Morris Brown; James E. Jones, Fort Valley State; and Mrs. Minnie B. Lilly, Clark and Atlanta University.

Mrs. Harvie Lee Mason, Morris Brown; Mrs. Joyce E. McKinnie, Howard; Ralph Mitchell, Morris Brown; Potiah L. Newby, Clark; Mrs. Essie Ricks, Clark; Miss Mary A. Stephens, Spelman; Miss Ethel L. Turner, Morris Brown; Mrs. Emma T. Watson, Morris Brown; Miss Betty G. Whited, Spelman; and Mrs. Orian B. Wilborn, Morris Brown.